

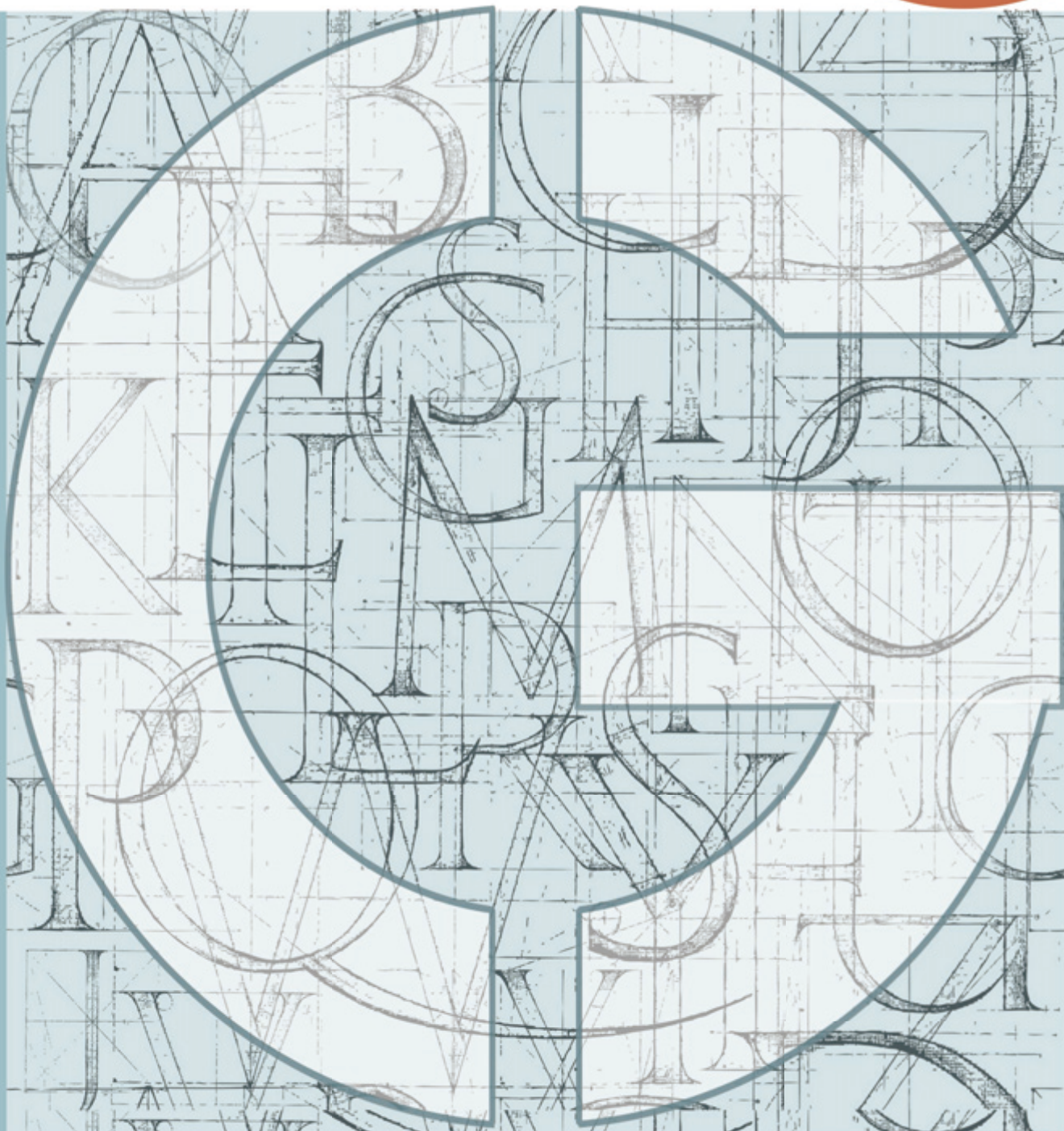


普通高中教科书

# 英语 • 必修

## English

第三册





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## English

第三册



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# 致同学们

亲爱的同学们：

本册为必修第三册，共有四个核心主题（The media、The things around us、The way we are、Travellers' tales）。同学们在这四个主题语境的引领下开展听说读写看的活动。

本册教材共由四个单元组成，每个单元有五个板块，各板块的具体内容和学习方式如下：

- **Reading and interaction** 是单元的核心内容，其中的主课文搭建了一个活动丰富的学习平台，供同学们研读文章的思想内容和语言特点。同学们可以据此联系生活实际，开展听说读写的综合性交际活动，全面提高语言能力、思维品质，把握文化内涵，提升文化意识和学习能力。
- **Grammar activity** 是《普通高中英语课程标准（2017年版2020年修订）》（以下简称《课程标准》）所规定的相关语法学习内容，其中的语法范例展示了语法知识的特点，随后的语法合作学习活动将帮助你们建立规范和得体的语法知识体系，发展有效的语法应用能力。
- **Listening and speaking** 分为听力活动和口语活动。听力活动之前有丰富的听前准备活动，同学们准备得越充分，听力学习的成效就越大；口语活动和听力活动紧密相依，为同学们创造了听说相结合的训练机会。
- **Writing** 为同学们提供了发展写作能力的机会。在教师的指导下，同学们可以首先根据问题提示研究范文在内容、语言和文本编辑方面的特点，然后开展独立的写作训练。
- **Cultural focus** 提供了丰富的优秀中华文化和世界其他国家及地区的文化内容。同学们通过学习这些内容，理解丰富多彩的文化现象和文化特点，提升文化意识和文化比较能力，加强对中国文化的自信，树立家国情怀，培养人类命运共同体的理念，将价值塑造、知识传授和能力培养三者融为一体。本板块还有一个视频学习项目，蕴含丰富的语言和文化内容，同学们通过视听学习，能够有效地提升“看英语”的能力。

本套教材还有以下特点：

- **丰富的学习活动助你改进学习方式**

《课程标准》提倡通过活动来提高语言学习效能。为此，本套教材含有大量的综合性语言交际活动，有助于同学们不断改进学习方式，主动、积极地参与到合作探究的学习活动中去。

- **“学习目标”和“自我评价”手段有助于提高“教学评”一体化程度**

明确的学习目标和准确的自我评价是保证“教学评”一体化的重要条件。本套教材为同学们提供了两个助学工具：(1) 单元开始时的“学习目标”提出了各个板块的学习内容和期望达成的学习结果；(2) 单元结束时的自我评价活动可以帮助同学们准确地评价自己的学习成果，并据此规划下一步的学习目标。

本册教材是必修课程的最后一册，同学们即将完成国家《课程标准》所要求的学业质量水平一的学习任务，接下来将进入更高一级的学习，希望同学们继续努力，顺利完成选择性必修课程的学习。

华东师范大学高中《英语》编写组

2020年6月

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1

## The media



### Objectives

#### A Reading and interaction

- Evaluate the qualities of a good journalist as reflected in the passage

#### B Grammar activity

- Use verb-*ing* and verb-*ed* forms as the object complement correctly in the given context

#### C Listening and speaking

- Make comments on animation films

#### D Writing

- Write a film review using appropriate language and format

#### E Cultural focus

- Interpret the cultural significance of some Chinese festival foods
- Describe how films are made at Pinewood Studios

## A Reading and interaction

### Pre-reading activity

**1 Look at the words below. Which may be related to journalists? Why?**

- |                       |               |             |
|-----------------------|---------------|-------------|
| ■ objective           | ■ responsible | ■ personal  |
| ■ mentor <sup>①</sup> | ■ current     | ■ media     |
| ■ nationality         | ■ journal     | ■ authority |
- .....
- .....

**2 Look at the title and the subheadings. Predict the content of the passage. Choose the right answer.**

- a** the news of the day  
**b** an interview about journalism  
**c** a famous news organization



## Journalists on the job



Senior high school students in Shanghai recently had the opportunity to participate in the annual Career Day, where they got to follow a mentor for a day. In this way, students can see what their mentors do at work. This kind of direct experience of real workplaces can benefit students a lot. It may help them choose a future career. It may also open their eyes to new opportunities or jobs that they've never considered before.

The students were also required to interview their mentors. One of the students was interested in journalism, and she has shared her interview recording with us.

### What makes a good journalist?

There isn't just one skill or quality that makes someone a good journalist. But I can think of two things that most journalists have in common:

① mentor /'mentɔː(r)/ n. 导师; 顾问

they are curious, and they love language. Journalists look around and always ask who, what,  
 25 why, where and when. Then they try to tell others what they find out.

### **Would all writers make good journalists?**

No, I wouldn't say that. Writing a news article is not like writing a book. For one thing,  
 journalists need to write in a clear way, using as few words as possible. There is always a limit  
 30 on the number of words a journalist can write, so they need to focus on the key points. If you  
 want to be a journalist, you ought to start developing this important skill.

### **How do you spot a good news story?**

News is about what is happening right now, so good journalists keep up with current events.  
 By paying attention to what's going on, and keeping your eyes and ears open at all times, you  
 always come across things worth reporting.

### **Do journalists always write true news stories?**

They should. If the story's not entirely true, then it isn't news—it's fiction. This means journalists  
 need to be good at checking up on facts and making sure their information is true. If our  
 articles contain errors, our readers won't trust us. We need to find good sources of information  
 and collect all the facts.

### **Should news stories appeal to the readers' emotions?**

I think you could say that. What is the use of reporting things that your readers don't care  
 about? However, as journalists, we need to write with care and tell news stories in an objective  
 way. We also need to present the facts in a fair way that benefits our readers.

### **What is challenging about working as a journalist?**

45 The biggest challenge is probably time. A journalist has to find a good story, collect all the  
 important information and report it before the news gets old. So, if you work as a journalist,  
 you have to be responsible. You can't be late for interviews, and you can't turn in your reports  
 late. Journalists always work under time pressure.

### **What makes the work of a journalist valuable?**

50 My work has personal value for me when I get to answer a question that's been on my mind.  
 And I love when I get a chance to share  
 that answer with others, especially when  
 it helps people improve their lives. I feel  
 like I've done a good job then. This is  
 55 not just a job I do to get paid—I do it  
 because I believe it has purpose.



## A Reading and interaction

### Comprehension work

**1 Read the passage and decide whether the following statements are true (T) or false (F). Correct the false ones and give your reasons.**

- (1) For Career Day, mentors got to follow a high school student for a day. ☐
- (2) A female student recorded an interview with a journalist. ☐
- (3) A good writer will make a good journalist. ☐
- (4) It is important for journalists to keep up with current events. ☐
- (5) Not all news stories need to be completely true. ☐
- (6) Journalists should write news stories that make people emotional. ☐
- (7) One of the difficult parts of working as a journalist is turning in the reports on time. ☐
- (8) The journalist believes that the most important thing is to have a meaningful job. ☐

**2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.**

As part of the annual Career Day, a high school student interviewed a journalist. The interview illustrates the most important qualities of a good journalist. Most journalists have two things in common: their <sup>1</sup> ..... about what is happening and their <sup>2</sup> ..... of language. Journalists need to keep their eyes and ears <sup>3</sup> ..... to discover things that are worth <sup>4</sup> ..... They also need to <sup>5</sup> ..... all the facts to ensure that their news stories are <sup>6</sup> ..... true. Besides, since they have a word limit, journalists have to focus on the key points and work effectively under pressure. In addition, journalists should remain <sup>7</sup> ..... when reporting news stories. They must be <sup>8</sup> .....: they can't be late for interviews. On the whole, by providing information, journalists are helping people <sup>9</sup> ..... their lives, which makes their work <sup>10</sup> .....



## Deep reading

- 1 The passage talks about different aspects of being a journalist. Read the passage again. Study the quotes and guiding questions in pairs. Complete the table below. You may use the example below to help you.

*But I can think of two things that most journalists have in common: they are curious, and they love language.*

**Guiding question:** In addition to curiosity and love of language, what other things make a good journalist?

You may ask and respond like this:

**A: What** are the two things that most journalists **have in common**?

**B:** They are curious and they love language.

**A: In addition to** these two things, what other things make a good journalist?

**B:** They need to be responsible and be good at communication.

Quotes and guiding questions	My understanding
(1) Writing a news article is not like writing a book. <b>Guiding question:</b> What does the journalist imply about writing a book?	
(2) ... you always come across things worth reporting. <b>Guiding question:</b> What kinds of events would be worth reporting? Give two examples.	
(3) ... making sure their information is true. <b>Guiding question:</b> How can we tell true news stories from false ones?	
(4) —Should news stories appeal to the readers' emotions? —I think you could say that. <b>Guiding question:</b> Why does the journalist reply to the question in this way?	
(5) Journalists always work under time pressure. <b>Guiding questions:</b> What may cause "time pressure" for journalists? If you were a journalist, how would you deal with this problem?	
(6) ... I believe it has purpose. <b>Guiding question:</b> What purpose or value do you think the job of a journalist has?	

## A Reading and interaction

### 2 Work in pairs and discuss the questions.

(1) Would you like to be a journalist? Why or why not?

.....

.....

(2) What effects has the Internet had on journalism?

.....

.....

#### Mini-project

#### Becoming a responsible “journalist”

**In the Internet age, it is possible for anyone to be a “journalist” because people can post comments, photos, videos and news stories online using smartphones anywhere and anytime. You are going to make suggestions on how to become a responsible social media user.**

- Discuss the questions below in groups.  
What are the possible benefits and problems of posting things online?  
How would it affect the aspects of life below?
- Share ideas within your group.
- Select one person to report on behalf of your group.

Aspects of life	Possible benefits	Possible problems
Our friends (e.g. post their pictures online)	We can film our daily lives with smartphones, upload the clips onto the Internet, and share them with our friends.	We may hurt our friends if we film them and upload the film online without their permission.
School children (e.g. post their school life online)		
Our privacy (e.g. post our names and addresses online)		
How do we become responsible “journalists” when we post online? Write a summary of your discussion here.		

## Focus on language

## 1 Read the passage again. Find some language points in the passage and list them in the blanks.

Phrasal verbs used to describe a journalist's job (e.g. *check up on facts*)

.....

.....

.....

.....

.....

## 2 Complete the passage with the correct form of the words below.

- |             |           |              |           |          |
|-------------|-----------|--------------|-----------|----------|
| ■ benefit   | ■ spot    | ■ illustrate | ■ appeal  | ■ mentor |
| ■ authority | ■ fiction | ■ valuable   | ■ current | ■ common |

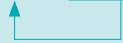
When I was in high school, I loved reading and dreamt of becoming a <sup>1</sup> ..... writer. One thing led to another, and I became a journalist instead. I began working as a newspaper reporter in 1991, and I still remember my <sup>2</sup> ....., who helped me get through the first months on the job. She taught me how to <sup>3</sup> ..... a good story and how to interview people. I learnt many <sup>4</sup> ..... lessons from her. Nowadays, the media industry is very different. When I started, newspapers were still paper-based. The Internet has changed the business completely: almost every newspaper is now available online. To <sup>5</sup> ..... my point, let's look at today's young newspaper readers. They have very little in <sup>6</sup> ..... with the people who were reading newspapers 30 years ago. Instead of buying print newspapers, most of them read the news online for free, and it has become very difficult for newspapers to make money. In order to survive, our online newspaper has started providing videos and in-depth feature articles that are only available to paying readers. By offering such <sup>7</sup> ....., we have attracted many new customers who are happy to spend money on digital content. Despite the move to digital publishing, the basic purpose of a newspaper hasn't changed: in order to stay in business, we still need to report on <sup>8</sup> ..... topics and provide the readers with well-written articles that <sup>9</sup> ..... to them. Finally, nothing is more important than trust: journalists need to write with <sup>10</sup> ..... on the subjects that matter—otherwise, we will lose our readers.

## B Grammar activity

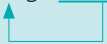
### The verb-*ing* and verb-*ed* forms as the object complement

One way of using the verb-*ing* or verb-*ed* form as the complement, such as the object complement, is to put it after the object.

(1) He found his mother cooking in the kitchen when he came home.



(2) He had a few things stolen on the subway.



⇒ Grammar reference 1 (p. 87)

⇒ Grammar reference 2 (p. 87)

#### 1 Read the passage. Match clauses or phrases 1–4 to grammar rules a and b.



### Multitasking teenagers

By Sharon McCall

A recent survey into the media habits of teenagers reveals some surprising results. The average teenager spends an incredible eleven hours each day on their mobile phone, computer or TV. That's more hours than they are awake outside school time! How are they able to do this? The answer, of course, is multitasking.

The researchers interviewed some teenagers about their media habits, and also <sup>1</sup>observed them doing everyday things. To confirm the results of the survey, I spoke to one teenager, who agreed to let me interview him in his home.

Fifteen-year-old Jake Kendall is a typical teenager. As I walked into his room, <sup>2</sup>I saw him watching a TV show, chatting to friends online and clicking on links of interesting articles—all at the same time! During the interview, <sup>3</sup>I caught him looking at his phone several times. He told me that he often multitasked when he was online.

Some experts are concerned that teenagers may have difficulties in the future because of their multitasking habits. Will they be able to focus their attention as adults? However, other experts believe that teenagers are learning the skills needed to be flexible and succeed in 21st century workplaces: after all, <sup>4</sup>digital devices help us get things done.

**a** We can use the structure verb + *someone / something* + verb-*ing* to describe things we have perceived with our senses.

**b** We can use the structure *have / get* + *something* + verb-*ed* to describe actions that have happened to something. This often refers to things that others do for us.



## 2 Complete the interview with the correct form of the verbs below.

■ have ■ take ■ get ■ do ■ hear ■ see ■ sleep ■ play ■ film ■ sing

**Sharon:** OK, so Marisa, tell me about your day!

**Marisa:** Well, I got up at 6:00 a.m., had a light breakfast and then went to my soccer practice. This neighbourhood is really quiet. I can <sup>1</sup> ..... the birds <sup>2</sup> ..... every morning!

**Sharon:** That's nice!

**Marisa:** On the way, I <sup>3</sup> ..... a black and white cat <sup>4</sup> ..... on a car. The light was perfect, so I took a picture and posted it to my friends.

**Sharon:** Nice picture! Oh, this is your soccer practice?

**Marisa:** Yeah, I <sup>5</sup> ..... my friends <sup>6</sup> ..... soccer. I love taking photos, but I don't like <sup>7</sup> ..... my picture <sup>8</sup> ....., especially not now.

**Sharon:** Why?

**Marisa:** I need to <sup>9</sup> ..... my hair <sup>10</sup> ..... It looks horrible at the moment.

**Sharon:** Oh, it's not that bad!

## 3 Work in groups. Write three sentences to describe different seasons, using the structures "verb + something / someone + verb-ing" and "get / have + something + verb-ed". You may use the examples below to help you.

*I have flowers planted in my garden.*

*I hear birds singing joyfully in the woods, and everything is calm.*

(1) I see / notice .....

(2) I smell / hear .....

(3) I get / have .....

**Now ask the other group members about their descriptions and guess which season they are describing. Then report the most interesting description to the class.**

■ **You may ask and respond like this:**

**A:** What are your descriptions?

**B:** Well, let me read my descriptions. I have flowers planted in my garden. I hear birds singing joyfully in the woods.

**A:** I like your descriptions and I guess you are describing the season of spring. Do you all agree?

■ **You may report like this:** In our group, Lili's description of spring is the most interesting. She says, "I see the grass coming out of the earth, breathing the fresh air merrily. I have my windows cleaned so I can enjoy the view outside."

## C Listening and speaking

1 Below are a few different ways of making animated films. Match the film-making techniques to the pictures.

a



c



e



b



d



- Stop-motion<sup>①</sup> animation<sup>②</sup>
- 3D-computer animation
- Ink-wash painting
- Miniature<sup>③</sup> figures
- Watercolours

.....  
 .....  
 .....  
 .....  
 .....

2 Listen to the first part of the radio programme, *Dominic's Download*. Which of the following things does the programme mention? 🎧

- a director
- a video game
- an award-winning film
- an interview
- a concert
- a famous artist

3 Listen to the second part of the radio programme. Complete the table. 🎧

	<i>Tadpoles Searching for Mama</i>	<i>The Plume</i>
Time of release		present
Director	not mentioned	
Style		
Innovations		

① stop-motion /stɒp 'məʊʃn/ n. 定格拍摄 ② animation /,æni'meɪʃn/ n. 动画片

③ miniature /'mɪniəʃə(r)/ adj. 微型的

**4 Imagine that *The Plume* has been awarded a prize and that you are one of the judges. You need to deliver a speech and give the reasons for the award. Work in groups and prepare the speech in discussion. You may follow the steps below.**

- Discuss the following questions and take notes.  
Who is the director of the film?  
What special technique was used to make it?  
How did the film-maker use this technique in a new way?  
What traditional arts did the film-maker use in the film?
- Organize your notes and outline a speech in the space below.
- Select one person to present the speech on behalf of your group.

Outline your speech here!

### Language guide

#### You may discuss the film like this:

- The director of the film is ... / The film is directed by ...
- The film was made with ...
- It is done in a / an ... style.
- It's a beautiful / great / ... film.
- It is included in a collection of award-winning films.
- The interesting thing about ... is ...
- Thanks to ..., the film ...

#### You may present your speech like this:

- Good evening / ..., ladies and gentlemen! The award committee is pleased to announce that ...
- The award for ... goes to ...
- I feel honoured to ...

## D Writing

 Search

Films have been around for over a hundred years, and are still very popular. We are calling for film-goers to share their views on their favourite films. The best entries will be published on our website.

**1 Read the short notice above. Imagine that you are going to write a film review. You may prepare your writing by thinking about the questions.**

(1) Which film do you want to write about?

.....

(2) What elements do you want to include in your film review?

- |  |                                    |  |  |
|--|------------------------------------|--|--|
| <input type="checkbox"/> the action scenes | <input type="checkbox"/> the plot  | <input type="checkbox"/> the soundtrack      | <input type="checkbox"/> the script <sup>①</sup> |
| <input type="checkbox"/> the characters    | <input type="checkbox"/> the lines | <input type="checkbox"/> the special effects | <input type="checkbox"/> the ending              |

**2 Read the sample film review. Then complete the table on page 17 before you write.**



Imagine that the world is going to end in seven days. Would you rush home to spend the remaining time with your family, or would you risk your life saving the Earth and human civilization?

This is the theme of *The Wandering Earth*, a film directed by Guo Fan. The film is based on a novel by Liu Cixin and is the first Chinese science fiction film to become internationally famous. The film stars Wu Jing as the astronaut Liu Peiqiang, along with a number of other big-name actors.

The plot is exciting and super easy to follow. The sun is about to die out, and Liu Peiqiang is sent on a difficult task. His job is to guide the Earth on its journey to a new location outside the solar system. However, when the Earth is passing Jupiter, something goes wrong. It will crash into the planet in seven days. Faced with this possible disaster, Liu acts heroically, and successfully saves the Earth at the cost of his own life.

The film is packed with thrilling<sup>②</sup> action scenes where problems and dangers come up one after another. However, the heroes act bravely with an added touch of humour. The lines often make me think. For example, there is a line saying: *Long, long ago, people didn't care much about the sun. They only cared about the thing called "money"*. This description shows how silly human behaviour can be, especially how we destroy the environment.

To sum up, *The Wandering Earth* is an example of Chinese science fiction film-making at its best. I really enjoyed watching it because it is both entertaining and educational. This is a film not to be missed!

① script /skript/ n. (电影)剧本 ② thrilling /'θrɪlɪŋ/ adj. 惊险的; 紧张的; 扣人心弦的



Aspects of writing	Guiding questions	My exploration
Content	What is the basic information about the film (genre <sup>①</sup> , director, actors, characters)?	
	What is the plot of the film?	
	What does the reviewer think of the film in general? Is it a positive or negative review?	
	How does the reviewer end the review?	
Language	What language does the reviewer use to express his / her opinions?	
	What tense does the reviewer use when commenting on the film?	
Editing	What words are capitalized?	
	What words are italicized?	
	Which words are hyphenated?	

### 3 Now write your film review.

Handwriting practice area with 10 sets of dotted lines for writing a film review.

① genre /'ʒɒnrə/ n. 体裁



## E Cultural focus



There is a wider variety of media nowadays than ever before. Television, radio, films and newspapers, as well as the Internet, with its social networking sites, expand our knowledge of the world.

In this section, you will first read about the Chinese documentary series *A Bite of China*. You will then watch a video about Pinewood Studios in the UK, where its secrets of film-making are revealed.

**1 What is your family's favourite food? Choose one of the items below and talk about it with your partner.**

- stewed beef with soy sauce
- steamed fish with black beans
- sugar-coated rice cakes
- *jiaozi*
- steamed buns
- others: .....

**2 Read the passage and choose the correct answers.**

- (1) *A Bite of China* is about .....
- a the different ways of making dishes
  - b the history of food and the rich culture behind it
  - c the scientific knowledge in food production
  - d eating habits in different families
- (2) Which of the following statements is not true about Ningbo rice cakes?
- a Traditionally, many families would make rice cakes after the rice harvest.
  - b People in Ningbo would eat rice cakes throughout the year.
  - c Rice cake making is also part of a cultural celebration in Ningbo.
  - d At a family reunion, everyone will take part in rice cake making.
- (3) The photographer, Bai Bo, enjoys making *jiaozi*. The most important reason is that .....
- a this is the family celebration of the new year
  - b his daughters like the *jiaozi* that he makes
  - c this is a Chinese tradition that needs to be followed
  - d this is one of the rare moments he can spend with his family

## A Bite of China

TV shows about food are quite popular these days, aren't they? Maybe you've seen or heard about shows explaining how to make different dishes. Or maybe you've heard

about shows that introduce the history of foods to viewers. On the surface, the Chinese

documentary *A Bite of China* may seem like this second type of show, but it's much more.





The producers of the show wanted to show the relationship of foods from different regions of China with the people living there. This relationship includes the widely held customs and traditions of the region, which influence family values and people's attitudes towards  
 10 life. Overall, the show aims to help audiences understand traditional Chinese culture through stories about food told by ordinary people.

During the first season of *A Bite of China*, a story from the second episode of the show focused on Ningbo in Zhejiang Province. After the late rice harvest, the people in this region begin making rice  
 15 cakes. The flour used to make rice cakes comes from polished round-grain rice<sup>①</sup>. Traditionally, many families would prepare rice cakes before the Chinese New Year. A family would prepare enough to eat through the year, either as a staple food in meals or as a side dish. The rice cakes are also called get-together cakes. Why is that? When the  
 20 cakes are being prepared, everyone knows a family reunion<sup>②</sup> is soon to come.

Another Chinese New Year tradition appears in the same episode of *A Bite of China*. This tradition is shown through the family of Bai Bo, a photographer whose family lives in Beijing. This busy father  
 25 of two girls rarely has time to spend with his family during the year. That's why during the Chinese New Year holidays, Bai Bo won't allow anything to get in the way of spending time with his family. One tradition he enjoys during this holiday is stuffing and wrapping *jiaozi*, his daughters' favourite food, to be served with their New Year's Eve  
 30 meal. *A Bite of China* makes it clear that, for Chinese people, nothing is more important than family get-togethers.

When *A Bite of China's* first season went on the air, countless viewers kept coming back for more as new episodes came out. Many were moved to tears by the touching stories of real people and the foods  
 35 they love. And the show wasn't just a hit in China. After the first season ended, more than 35 countries bought the rights to show it internationally. *A Bite of China* sounds fantastic, doesn't it?

① polished round-grain rice 晚粳米 ② reunion /,ri:'ju:niən/ n. 重逢; 团聚

## E Cultural focus

- 3 Read the passage and discuss the cultural elements reflected in this episode of *A Bite of China*.

<i>A Bite of China</i>			
Cultural object	Cultural festival / celebration	Cultural behaviour	Cultural idea
rice cakes			
jiaozi			

- 4 Read the passage again and discuss why *A Bite of China* is so popular. Then report to the class.

.....

.....

.....

.....

.....

.....

## Video Pinewood Studios

### Start thinking

#### 1 Answer the questions.

- (1) What films have you seen recently?
- (2) Where were they made?

### Comprehension check

#### 2 Watch the video. Correct the factual errors in the sentences.

- (1) One director at Pinewood Studios said it's easier to control the wind inside.

.....

- (2) The outside pool at Pinewood Studios is nearly 70 metres deep.

.....

- (3) The pool in the underwater stage holds over six million litres of water.

.....

- (4) There are about fourteen stages at Pinewood Studios.

.....

- (5) *Mamma Mia!* was the sixth most successful film in 2008.

.....

- (6) *Mamma Mia!* was mostly filmed in Greece.

.....

### Vocabulary

#### 3 Complete the sentences with the expressions below.

■ audience    ■ underwater    ■ keep up with    ■ blockbuster    ■ fan    ■ shoot

- (1) The film was so sad that everybody in the ..... cried.
- (2) At Pinewood Studios, they use a huge ..... to move the water in the outdoor pool.
- (3) The last Harry Potter film was a .....—it was extremely successful.
- (4) Directors have to check the light conditions before they ..... a scene.
- (5) Deep-sea divers can stay ..... for more than an hour.
- (6) People who work in the media always have to ..... new technology.

### Extension

#### 4 Work in groups. Imagine you are going to make a film at Pinewood Studios.

- (1) Make a list of the different types of film you can make (e.g. action, sci-fi, etc.). Then choose one for your group.
- (2) In your group, think of the different types of stages at Pinewood Studios that you could use. Think of any special effects that you might need. Think of any objects or sets (e.g. a Greek village) that you might want to build.
- (3) Write down the general story for your film. Use your ideas for using Pinewood Studios to help you.
- (4) Present your film idea to the class.
- (5) Have a class vote to choose the best film.

## Self-assessment

Use the checklist and reflective questions below to evaluate your study in this unit.

Checklist*	1 Me	2 My teacher / classmate	3 Action
<b>A Reading and interaction</b>			
• I can describe what a journalist's job is like, based on the information in the interview.			
• I can summarize the different qualities a good journalist should have, based on the passage.			
• I can talk about how to be a responsible journalist.			
<b>B Grammar activity</b>			
• I can recognize the verb- <i>ing</i> and verb- <i>ed</i> forms used as the object complement in the passage.			
• I can use verb- <i>ing</i> and verb- <i>ed</i> forms as the object complement correctly if the context is clear.			
<b>C Listening and speaking</b>			
• I can identify the details of two ink-wash animation films mentioned in the radio programme.			
• I can make comments on an ink-wash animation film using appropriate expressions.			
<b>D Writing</b>			
• I can recognize the content and the features of language in the sample film review.			
• I can write a film review with sufficient details and appropriate language in a well-organized structure.			
<b>E Cultural focus</b>			
• I can analyse the cultural significance of the Chinese festival foods in the passage.			
• I can briefly explain how films are made at Pinewood Studios.			

### Reflective questions

Did you take note of the teacher's feedback on your mini-project presentation? How does it help you improve your language proficiency?

\* Ask your teacher or your classmate to assess what you can do. Use the four symbols (✓✓, ✓ and !, !!). In column 1 or 2, ✓✓=I'm confident about this; ✓=I'm OK, but not quite sure. In column 3, !=I must review this part; !! = I must seek help about this. The symbols can be applied to other **Self-assessment** sections in the book.



## 2

# The things around us



### Objectives

#### A Reading and interaction

- Describe the process of making a product and its impact on the people and environment

#### B Grammar activity

- Use passive structures correctly in the given context

#### C Listening and speaking

- Express one's personal views on banning mobile phones

#### D Writing

- Describe a process using appropriate language and format

#### E Cultural focus

- Recognize the features and applications of the BDS
- Describe the process of paper-making



## A Reading and interaction



# The story of a T-shirt

### Pre-reading activity

#### 1 Work in pairs. Answer the questions.

- (1) How many T-shirts have you got? Do you buy new T-shirts frequently? Why or why not?

.....  
.....

- (2) Do you know where they were made?

.....  
.....

#### 2 Look at the title and the picture. Guess the answers to the questions below. Then read the passage to check your answers.

- (1) What type of passage may it be?

- a A magazine article.
- b A report.
- c A leaflet<sup>①</sup>.

- (2) Who is it written for?

- a Children.
- b Teenagers.
- c Shop owners.

- (3) What may its main purpose be?

- a To explain why people buy second-hand clothes.
- b To give information about environmental problems.
- c To encourage readers to change their habits.

**Lagos, Nigeria**—Yaba market is busy, hot and dusty. People are looking around the second-hand shops, picking through piles<sup>②</sup> of old clothes, and they're all searching for deals. The market is flooded with cheap clothes from America and Europe, and they usually sell out fairly quickly. "These clothes make people's dreams come true," says Abeke, a shop owner. "Everyone wears them. When they put them on, you can't tell the difference between the rich and the poor." At the front of Abeke's store is a cotton T-shirt with the words "Get Real". It's picked up



① leaflet /'li:flet/ n. (宣传或广告) 小册子; 散页印刷品; 传单 ② pile /paɪl/ n. 堆

by a young guy who looks at it carefully. He tries it on and smiles—it fits him and it looks good. It's a simple T-shirt, but it has a long story.

A few years ago, the T-shirt started life in a cotton field in Uzbekistan. The cotton was watered every day and harmful chemicals were used to kill insects in the field. As the  
 20 cotton grew, a young woman called Feruza picked it. She sweated in the field for ten to twelve hours every day in temperatures of over 30°C, but she was paid very little. Sometimes the chemicals hurt her eyes.

Next, the cotton was flown to India. The T-shirt was made in a tiny factory in the Indian port city of Mumbai. There were 20 adults in it, five children and no air conditioning.  
 25 The adults made the T-shirts and the children checked them.

The finished T-shirt was sent to a huge discount shop in the UK. The people who shopped there didn't know where the clothes came from. They didn't want to spend a lot of money, but they wanted to look good. The T-shirt was cheap and it was bought by 15-year-old Ryan who liked the words on it. It was washed, worn and ironed and,  
 30 after a few months, Ryan threw it away. His mum took it to a charity shop with some other old clothes, which were sold to an export company. A few weeks later, the T-shirt made its way to Yaba market in Nigeria.

Back at the market, the young man takes off the T-shirt and looks at the \$3 price tag. He hesitates for a moment and then he offers Abeke \$1.50 because that's all the cash  
 35 he's got. Abeke shakes her head. As she hangs up the T-shirt at the front of the shop, the charity shop's price tag is still on the back: 25p.

The journey of a T-shirt tells many stories. Stories about people, countries and cultures. Stories about farmers and factory workers. Stories about  
 40 shopping centres. But for most of all, it's a story about choices, and our choices can make a difference. Do you really need another T-shirt? Do you care where it's from? What's the  
 45 cost to the environment? What's the human cost? Think about it, because our choices could start a new story.



### Did you know?

- Ten thousand litres<sup>①</sup> of water are used to make one T-shirt.
- A 200-gram T-shirt can use up to 5 tonnes<sup>②</sup> of resources.
- 3.4 billion T-shirts are sold in the USA every year.
- Children as young as seven work in cotton fields and factories.

① litre /'li:tə(r)/ n. 升 ② tonne /tʌn/ n. 吨

## A Reading and interaction

### Comprehension work

#### 1 Read the passage and answer the questions.

(1) Why do Africans like Western clothes?

.....

(2) Who made T-shirts in the Indian factory?

.....

(3) Why do people still go to discount shops?

.....

(4) Why doesn't the young man buy the T-shirt from Yaba market?

.....

(5) From the charity shop to Yaba market, who may profit from the T-shirt according to the writer?

.....

(6) What impacts might the making of a T-shirt have?

.....

#### 2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.

The passage tells us a story about a T-shirt and the people and societies connected to it. A T-shirt was put on sale at an African market, but it started  
 1 ..... in Uzbekistan, where people worked and used harmful  
 2 ..... in the cotton field. When the cotton was picked, it was  
 3 ..... to a factory in India where the T-shirt was made by adults  
 and children under poor working conditions.

The T-shirt was sent to a 4 ..... shop in the UK. Many young  
 people shop there. They do not want to spend a lot of money, but they want  
 to look good. So they try to search for 5 ..... A 15-year-old boy  
 bought the T-shirt because he liked the words on it. However, after a few  
 months he 6 ..... it away. It was then collected by a charity shop  
 and 7 ..... to Nigeria, where it ended up at Yaba market. Here,  
 the cotton T-shirts from American and European second-hand markets are  
 8 ..... by both the rich and the poor.

It is suggested at the end of the passage that the things we buy often  
 affect many people's lives around the world. It's more than a matter of  
 9 ..... when we decide what to buy. We should think twice about  
 the effect on the environment and the human 10 ..... before  
 buying new things.



## Deep reading

- 1 Read the passage again. Work in pairs. Study the T-shirt's journey and pay attention to the stories that have happened in each place and describe people's lives there. Complete the table below. You may use the example below to help you.

*the cotton field in Uzbekistan*

You may ask and respond like this:

**A:** A T-shirt starts its journey in a cotton field in Uzbekistan. **What do people do there?**

**B:** They water and pick the cotton in cotton fields. And they use harmful chemicals to kill insects.

**A:** What are their lives like?

**B:** They have to work long hours every day in cotton fields to earn a living in spite of the high temperatures and harmful chemicals.

The T-shirt's journey	What happens to the T-shirt?	Who are the people involved in this journey? What are their lives like?
<p><u>the cotton field in Uzbekistan</u></p> <p>↓</p> <p>..... in</p> <p>.....</p>		
<p>↓</p> <p>..... in</p> <p>.....</p>		
<p>↓</p> <p>..... in</p> <p>.....</p>		

## A Reading and interaction

### 2 Work in pairs and discuss the questions.

(1) Is it important to know where your clothes come from? Why or why not?

.....

.....

(2) If you buy one fewer T-shirt, will it make any difference? Why or why not?

.....

.....

### Mini-project

#### Conducting a survey on the journey of a product

**You are going to do a survey about a product to follow its journey before it reaches consumers. Choose one of the products listed below.**

• shoes • tables • sofas • paper • floorboards • wine • others: .....

■ Discuss the questions below in groups.

How and where are they produced?

How do they affect people's lives?

■ Share ideas within your group.

■ Select one person to report on behalf of your group.

#### Jeans

Making jeans is a major economic industry in some developing countries. It involves designing, washing, cutting and packaging. This is a source of income for local people. On the other hand, the washing process produces wastewater. If it goes directly into rivers without proper treatment, they may later turn blue, smell strange and become poisonous. This will have a harmful effect on people's drinking water as well as their farmland.

\_\_\_\_\_

## Focus on language

**1 Read the passage again. Find some language points in the passage and list them in the blanks.**(1) Compound nouns suggesting things related to the T-shirt in Abeke's store (e.g. *charity shop*)

.....

.....

.....

(2) A phrasal verb related to buying and selling clothes (e.g. *put on*)

.....

.....

.....

**2 Complete the sentences with the correct form of the phrases below.**

- flood into    ■ for export    ■ discount shop    ■ at a profit    ■ hang up  
 ■ iron out    ■ in cash    ■ hesitate about    ■ fit into    ■ break sweat

- (1) Every summer, students from all over the country ..... the Shanghai Science and Technology Museum.
- (2) The competition is getting easier and easier as it goes on. He will hardly need to ..... to reach the final.
- (3) Factories in South China produce large quantities of clothes ..... to meet the needs of the international market.
- (4) The couple sold their house ..... and were finally able to travel around the world.
- (5) The two companies are attempting to ..... the final details of the agreement.
- (6) Payment has become more convenient nowadays. Customers don't need to pay .....; instead, they use smartphone apps to pay for their shopping.
- (7) He didn't ..... taking the job with lower pay, because he thought that personal interest was the most important thing in a job.
- (8) ..... are getting popular among young people, who like to hunt for bargains.
- (9) It is rather difficult to ..... a group where people speak a language different from yours.
- (10) Hebe has decided it's time to ..... her dancing shoes as she's over 40.

## B Grammar activity

### The passive in different forms

In this section, you will review passive structures in the simple present and the simple past, and learn passive structures in the present perfect.

⇒ Grammar reference 3 (p. 88)

#### 1 Read the passage. Match sentences 1–11 to grammar items a–c.

- a Present perfect passive .....  
 b Simple present passive .....  
 c Simple past passive .....



### Simon's day (Part 1)

The alarm clock goes off at 7:00 a.m. on Saturday and Simon wakes up and kicks off his duvet<sup>①</sup>. Duvets come from Scandinavian<sup>②</sup> countries like Denmark.

<sup>1</sup>The first modern alarm clock was invented by an American called Levi Hutchins in 1787. <sup>2</sup>But Simon's clock isn't made in America—it's made in China.



Simon quickly gets dressed, then he puts his football kit and trainers<sup>③</sup> into his sports bag. <sup>3</sup>When were trainers first used? In 1907, by American basketball players. <sup>4</sup>Since then, trainers for all kinds of other sports have been designed. <sup>5</sup>Today, millions of pairs are sold every day around the world.

Next, Simon goes to the bathroom and cleans his teeth with a toothbrush. <sup>6</sup>The first toothbrushes were made by the Chinese in 1498. They used horsehair back then!

Simon listens to the radio while he is having breakfast. <sup>7</sup>The radio was invented by an Italian<sup>④</sup> called Guglielmo Marconi. The first radio programme took place in 1906.

While Simon is listening to his favourite programme, his dad is reading the newspaper. <sup>8</sup>The first newspaper was printed in Germany in 1605. <sup>9</sup>While it was only a few pages long and a few copies were printed, it proved to be a wonderful invention. <sup>10</sup>Newspapers have been read and enjoyed by people ever since. <sup>11</sup>Today, many of them are on the Internet and some aren't printed at all.

① duvet /'du:vet/ *n.* 羽绒被 ② Scandinavian /,skændi'nervɪən/ *adj.* 斯堪的纳维亚的

③ trainer /'treɪnə(r)/ *n.* 运动鞋; 便鞋 ④ Italian /'ɪtæliən/ *n.* 意大利人



## 2 Complete the passage. Use the active or passive form of the verbs in brackets.



### Simon's day (Part 2)

By now it's 8:30 a.m., so Simon checks his mobile phone for text messages. The first mobile phones <sup>1</sup>..... (invent) by Martin Cooper in 1973, in the USA. They were big and heavy and people <sup>2</sup>..... (pay) \$10,000 for one. Imagine that!

Simon grabs his sports bag, puts some chewing gum in his mouth, and leaves for the gym. Chewing gum <sup>3</sup>..... (enjoy) by people all over the world since the Aztecs in South America first discovered chicle<sup>①</sup> thousands of years ago. They <sup>4</sup>..... (use) it to freshen their breath. It <sup>5</sup>..... (still use) for the same purpose today. Simon shouts goodbye to his mum, and then he <sup>6</sup>..... (take) his mountain bike out of the garage<sup>②</sup>. Millions of mountain bikes <sup>7</sup>..... (sell) since the 1970s. The first mountain bike <sup>8</sup>..... (build) in 1977 by an American called Joe Breeze. Simon <sup>9</sup>..... (ride) his bike fast, so he gets to the gym on time!



## 3 Describe three unusual things in your life. Use at least two different forms of passive structures in your descriptions. You may use the examples below to help you. Then write your own descriptions in the blanks.

*A new talking blackboard was invented to speak to the students in the classroom.*

*Six sci-fi stories have been written by me and my best friend.*

- (1) .....
- (2) .....
- (3) .....

**Now ask your classmates about their descriptions. Select the funniest one and report to the class.**

**You may ask questions like this:** Can you share one of your descriptions with me?

**You may respond like this:** Yes, I can. Yesterday my hat was painted blue by my cat. It happened when she jumped onto my desk and knocked over my blue ink bottle.

**You may report like this:** I think the funniest description is Lili's. She says a new language has been developed by her so that she can have conversations with her parrot<sup>③</sup>.

① chicle /'tʃɪkl/ n. 糖胶树胶 (用于制作口香糖) ② garage /'gærɑːʒ/ n. 车库

③ parrot /'pærət/ n. 鹦鹉

## C Listening and speaking

1 A guest on the radio programme *21st Century Global Issues* is going to talk about a gadget. Look at the clues below and guess what the gadget is.

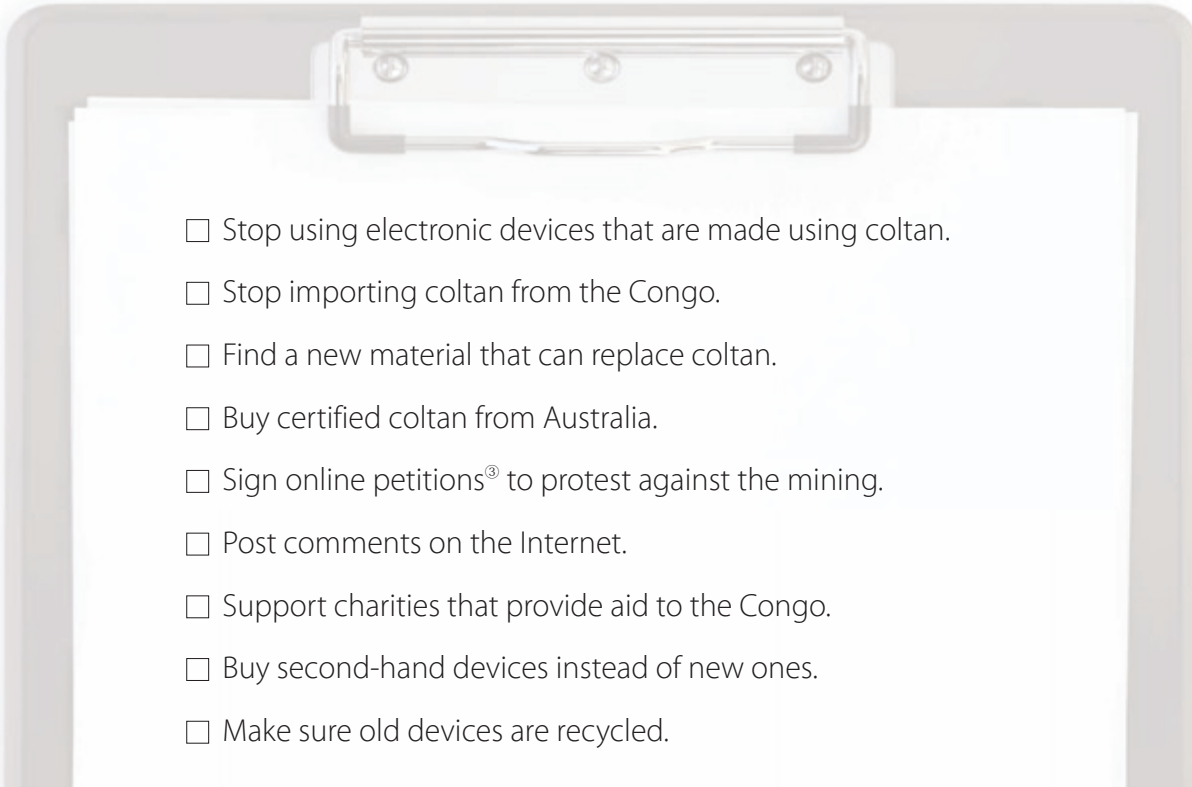
- It is made in many different places, from many kinds of materials.
- One of its parts is made of coltan<sup>①</sup>, a type of rare material that can store energy.
- It can send sounds or images around the world.
- We can carry it around with us every day.

What is it? .....

2 Read the following statements, then listen and decide whether they are true (T) or false (F). 

- |  |                          |
|--|--------------------------|
| (1) Most of the world's coltan comes from the Congo.   | <input type="checkbox"/> |
| (2) The mining of coltan in the Congo is beneficial to the rainforest.   | <input type="checkbox"/> |
| (3) Only adult workers are employed to mine the coltan.  | <input type="checkbox"/> |
| (4) The mining of coltan affects the gorillas <sup>②</sup> habitat or living space.                              | <input type="checkbox"/> |
| (5) The gorilla population is growing rapidly because of the mining.   | <input type="checkbox"/> |
| (6) The devices using coltan from the Congo are called "blood phones" because the mining kills a lot of workers. | <input type="checkbox"/> |

3 Listen to the radio programme again. Tick the suggestions mentioned by the speaker about conserving coltan. 

- 
- ☐ Stop using electronic devices that are made using coltan.
  - ☐ Stop importing coltan from the Congo.
  - ☐ Find a new material that can replace coltan.
  - ☐ Buy certified coltan from Australia.
  - ☐ Sign online petitions<sup>③</sup> to protest against the mining.
  - ☐ Post comments on the Internet.
  - ☐ Support charities that provide aid to the Congo.
  - ☐ Buy second-hand devices instead of new ones.
  - ☐ Make sure old devices are recycled.

① coltan /'kɒltæn/ n. (矿) 钨钽铁矿 ② gorilla /gə'ri:lə/ n. 大猩猩 ③ petition /pə'tɪʃn/ n. 请愿书

#### 4 Work in groups. Discuss the questions about mobile phones below.

If mobile phones are banned, the world will be a better place. Do you agree?

(1) Brainstorm ideas.

- What are the pros<sup>①</sup> of mobile phones? Think about what you use them for, the people who make and sell them, etc.
- What are the cons<sup>②</sup>? Think about the impact on the environment, people, etc.

(2) Discuss if there are more pros or cons, and then try to reach a conclusion.

It'll be good if they are  
banned because ...

It'll be awful if they are  
banned because ...

*Write your ideas here!*

#### Language guide

##### You may discuss the topic like this:

- I think it would be a disaster / a good idea / ... to ...
- That sounds ridiculous / reasonable / impossible.
- It would be awkward if ...
- It wouldn't work to ... by throwing away ...
- It would be workable to sign online petitions ...
- It'll be unfortunate because ...
- We suggest ... / We'd better ... / It would be better if ...
- We can post comments on the Internet to ...
- A majority of the students would ...

① pro /prəʊ/ n. 有利条件; 优势 ② con /kɒn/ n. 不利条件; 弊端

## D Writing

**1** Imagine that you are going to describe a process of making or doing something. You may prepare your writing by thinking about the questions below.

(1) What process are you going to describe?

- making cookies      ■ cleaning a fridge      ■ fixing a printer      ■ making a smog mask
- creating a PPT file for a slide show      ■ harvesting honey      ■ others: .....

(2) How many stages will be involved?

.....

**2** Below are some photos showing how chocolate is made. Put the photos in the correct order. Then read the sample article and complete the table on page 35 before you write.



Chocolate was first created by Mayan Indians in Mexico about thousands of years ago, but today it is eaten by people all over the world. The word “chocolate” comes from an Aztec word meaning “bitter water”. Dark chocolate can be bitter, which is probably why 70% of people prefer milk chocolate. This description will look at how milk chocolate is produced.

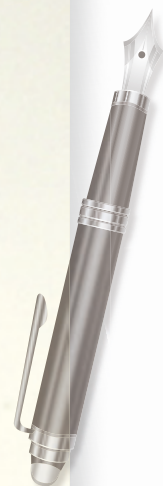
First of all, the cocoa<sup>①</sup> trees are grown in countries like Brazil, Ghana and Nigeria. 450 grams of cocoa are made from one tree every year. The cocoa beans are cut down from the trees. Next, they are put on banana tree leaves and covered. This is when the chocolate flavour develops.

After a while, the beans are sun-dried. Then they are packed into bags. Later they are transported to chocolate factories all over the world. Before they are made into chocolate, they're cleaned, roasted and broken into small pieces. These pieces are made into a liquid and mixed with sugar and milk. Last of all, the chocolate is made into a chocolate bar and it's ready to sell in shops. What happens next? I think we all know!

① cocoa /'kəʊkəʊ/ n. 可可树; 可可粉

Aspects of writing	Guiding questions	My exploration
Content	What is the purpose of this article?	
	How many stages are involved in the process of making chocolate? What are they?	
	What are some unusual or surprising facts about the process?	
Language	What tense does the writer use?	
	What voice is mainly used, and where is it used?	
	What verbs and phrasal verbs does the writer use to describe the process?	
	What words or expressions does the writer use to link different stages?	
Editing	What words are capitalized?	
	Which words are hyphenated?	
	Where does the writer use quotation marks? Why?	

**3** Now write an article about the option you chose.



## E Cultural focus



Products are all around us. There is often an amazing story behind the things we use in our everyday lives.

In this section, you will first read about BeiDou, an advanced satellite navigation system that is the product of China's high-tech industry. You will then watch a video about paper, a product that was first invented in China, and how paper is made in Britain's oldest paper mill.

### 1 Work in pairs. Discuss the questions below.

(1) What does GPS stand for?

.....

(2) Do you use positioning technology in your daily life? When and where?

.....

(3) What does BDS stand for? .....

- a Basic Digital System
- b Big Data System
- c Beijing Daytime System
- d BeiDou Navigation Satellite System

### 2 Read the passage. Match summaries a–e to paragraphs 1–5.

- a The BDS is a system that benefits China and the rest of the world.
- b On land, the BDS is used to help the police, firefighters and farmers.
- c Satellite systems around the world help people know their locations.
- d One place where people use the BDS is on boats.
- e The BDS has become better and better over the years.

## Next up, the BDS



1 In our modern age, we do not think much about how our technology works. We are so used to tapping<sup>①</sup> on our phone screen to get a map of our location. But how do our phones know where in the world we are and in which direction we are going? It is all thanks to the satellites in space that help our phones calculate our position. Depending on where you are around the world, your phone may be receiving data from different systems. In Europe, people have the Galileo system. In Russia, they have GLONASS. In the USA, people use GPS. China, meanwhile, has the BeiDou Navigation<sup>②</sup> Satellite System (BDS).

① tap /tæp/ v. 轻敲; 轻拍 ② navigation /ˌnævɪ'geɪʃn/ n. 导航; 领航



- 2** The BDS in operation today is more advanced than the first version of the system, which was sent into space in 2000. The current version has better technology and more satellites. The system is not finished, though. When it is completed, there will be several dozens of BDS satellites. In the future, those satellites will allow us to determine the position of objects with millimetre accuracy: that is ten times more accurate than GPS.
- 3** Even though more satellites are being added to the system, the BDS has already been put to use. More than 40,000 Chinese fishing boats are currently using the system. These boats are very helpful in search and rescue operations at sea. They are able to communicate with support services on land as well as give the exact locations of ships in trouble.
- 4** The BDS is being used on land as well. Of course, it's not hard to imagine how the system is helping the police and firefighters do their job. Agriculture is another area where there are applications for the system. Farmers are able to put the data to good use when operating smart farming equipment. For instance, the BDS can be used to control driverless tractors<sup>①</sup> as they turn up the fields. Farmers are also using drones<sup>②</sup> to check the health of crops and spread seeds over fields.
- 5** Although the BDS is of Chinese origin, the developers have said that "China's BeiDou is the world's BeiDou", and they are actively promoting international cooperation. Developers predict that the system will not only grow in popularity within China, but overseas as well. And when the system is complete and fully operational in the years to come, the BDS will undoubtedly provide countless benefits to China and the rest of the world.



① tractor /'træktə(r)/ n. 拖拉机; 牵引机; (牵引式挂车的) 牵引车, 拖车头 ② drone /drəʊn/ n. 无人驾驶飞机



## E Cultural focus

**3** Read the passage again. Decide whether the following statements are true (T) or false (F). Correct the false ones.

- (1) Galileo, GLONASS and GPS can all help people to locate their position. ☐
- (2) At present, the BDS is ten times more accurate than GPS. ☐
- (3) The BDS has already been used for searching for more than 40,000 boats. ☐
- (4) Though the BDS is not yet completed, it has proved useful both at sea and on land. ☐
- (5) The BDS is presently increasing in popularity both at home and abroad. ☐
- (6) China's BeiDou is the world's BeiDou because it is a result of international cooperation. ☐

**4 Work in pairs. Discuss the questions.**

- (1) Did you learn anything new about the BDS from the passage? What aspect did you find the most interesting?

- (2) What do you know about other remarkable achievements China has made in the field of space exploration or space research? You may choose one of the topics below.

- the Chang'e-4 mission visiting the far side of the Moon
- the Long March rocket series
- FAST (Five-hundred-metre Aperture Spherical Telescope) in Guizhou
- QUESS (Quantum Experiments at Space Scale) and the Mozi quantum satellite

## Video How a paper mill works

### Start thinking

#### 1 Answer the questions.

- (1) What do you use paper for?
- (2) How much paper do you use every week?
- (3) What do you know about the process of making paper?

### Comprehension check

#### 2 Watch the video. Number the stages of the paper-making process a–h in the correct order 1–8.

- |   |       |
|---|-------|
| a The water is squeezed out of the pulp.                                      | ..... |
| b The paper is dried and cut into different sizes.                            | ..... |
| c The pulp is treated until it becomes a smooth milky liquid.                 | ..... |
| d The paper is packaged and shipped to its final destination.                 | ..... |
| e The wood is mixed with water and chemicals to make pulp.                    | ..... |
| f Trees are cut down.   | ..... |
| g The paper is stretched and heated.  | ..... |
| h Different substances are added to the pulp to make the right sort of paper. | ..... |

### Vocabulary

#### 3 Complete the sentences with the verbs.

■ beat ■ churn ■ package ■ ship ■ squeeze ■ stretch

- (1) To make fresh orange juice, you cut some oranges in half and then ..... the juice into a glass.
- (2) Companies can ..... their products by road, rail, air or sea.
- (3) If Kate wears her younger sister's clothes, she'll ..... them.
- (4) Companies should ..... their products carefully, so that they are not damaged.
- (5) To make butter, ..... some milk in a large container until it becomes thick.
- (6) To make an omelette, you break some eggs into a bowl, then ..... them with a fork.

### Extension

#### 4 Work in groups. Research the manufacturing process of something you use every day. Explain to the class how this thing is made.

- (1) Brainstorm things we use every day.
- (2) Research how one of the items is made. When you have finished, briefly explain the manufacturing process to your group.
- (3) Choose one of the things that someone in your group researched. Write a more detailed explanation of the manufacturing process of this thing. Find some pictures to help illustrate your presentation.
- (4) Present the process to the class.
- (5) Have a class vote on the most interesting presentation.

## Self-assessment

Use the checklist and reflective questions below to evaluate your study in this unit.

Checklist	1 Me	2 My teacher / classmate	3 Action
<b>A Reading and interaction</b>			
• I can retell the story of the T-shirt.			
• I can describe the stories of the people that were involved in the T-shirt's journey.			
• I can explain the impact of a product on people's lives and the environment.			
<b>B Grammar activity</b>			
• I can identify the passive in different forms.			
• I can use the passive in the simple present, the simple past and the present perfect correctly if the context is clear.			
<b>C Listening and speaking</b>			
• I can understand the impact that making mobile phones has on wildlife and people.			
• I can express my opinion in a group on whether to ban mobile phones.			
<b>D Writing</b>			
• I can identify the main content and the features of language in the sample article.			
• I can describe the process of making a product with appropriate verbs and linking words.			
<b>E Cultural focus</b>			
• I can summarize the major applications of the BDS.			
• I can describe the process of paper-making as shown in the video.			

### Reflective questions

Did you take note of your classmates' mini-project presentations? How do they inspire you to improve your language learning?

.....

# 3

## The way we are



### Objectives

#### A Reading and interaction

- Interpret the sociocultural meaning of beauty practices in different places

#### B Grammar activity

- Use the *to*-infinitive for modification correctly in the given context

#### C Listening and speaking

- Analyse the factors that make people streetwise

#### D Writing

- Write a reply in an advice column using appropriate language and format

#### E Cultural focus

- Understand different cultural aspects of Miao clothing and jewellery
- Retell the story of a small fashion boutique in London

## A Reading and interaction



### Pre-reading activity

**1 People do different things to make themselves look more attractive. Have you ever tried the following things? Why or why not?**

- wearing make-up
- dieting
- having medical operations
- taking physical exercise
- wearing rings / earrings
- others: .....

.....

**2 Work in pairs. Talk about people that you think are attractive and find out what characteristics they share. Do you share common ideas for judging beauty? What are they?**

.....

.....

.....

.....

Nigerian teenager Happiness Edem had just one aim in life: to put on weight. So she spent six months in a “fattening room” where her daily routine was to sleep, eat

and grow fat. She went in weighing 60 kg, but came out weighing twice that. In some parts of Africa, being fat is desirable because it is a sign of attractiveness in women and power and wealth in men.

However, in magazines and in the media we are bombarded<sup>①</sup> with images of slim women with a fair complexion<sup>②</sup> and handsome, broad-shouldered young men. It is fairly rare to see short-sighted, middle-aged models. Some people question these shallow beauty ideals. Is one idea of physical beauty really more attractive than another?

Ideas about physical beauty change over time and different periods of history reveal different views of beauty, particularly of women. Egyptian paintings often show slim dark-haired women as the normal practice, while one of the earliest representations of women in art in Europe

① bombard /bɒm'ba:t/ v. 提供过多信息

② complexion /kəm'plekʃn/ n. 面色; 肤色; 气色

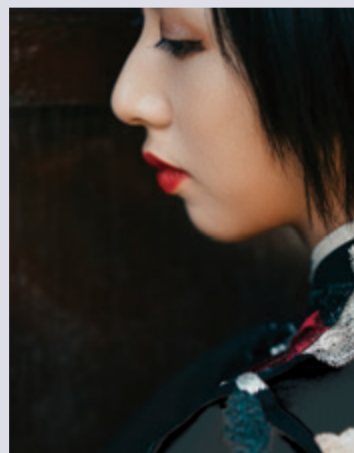
is an overweight female. This is the Venus of Hohle Fels and it is more than 35,000 years old. In the early 1600s, artists like Peter Paul Rubens also painted plump<sup>①</sup>,  
 30 pale-skinned women who were thought to be the most stunning<sup>②</sup> examples of female beauty at that time. In Elizabethan England, pale skin was still fashionable because it was a sign of wealth: the make-up  
 35 used to achieve this look was expensive, so only rich people could afford it.

Within different cultures around the world, there is a huge difference in what is considered beautiful. Traditional customs,  
 40 like tattooing<sup>③</sup>, head-shaving, piercing<sup>④</sup> or other kinds of bodily changes can express social position, identity or values. In Borneo, for instance, tattoos are like a diary because they are a written record of all the  
 45 important events and places a man has experienced in his life. For New Zealand's Maoris they reflect the person's position in society. Western society used to have a very low opinion of tattoos. Today they  
 50 are considered a popular form of body art among the new generation.

For Europeans, the tradition of using metal rings to stretch a girl's neck may be shocking, but the Myanmar people  
 55 consider women with long and thin necks more elegant. In Indonesia, the custom of sharpening girls' teeth to points might seem very odd while it is perfectly acceptable in other places to straighten  
 60 children's teeth with braces<sup>⑤</sup>. Wearing rings in the nose or plastic surgery might

be seen as ugly and unattractive by some cultures, but it is commonplace in many others.

65 It appears that through the ages and across different cultures, people have always changed their bodies and faces for a wide variety of reasons: sometimes to help them look more beautiful, and sometimes  
 70 to enable them to show social position or display group identity. Whether it is wearing make-up or decorating the body with tattoos, rings and piercings, different cultures view these things with different  
 75 eyes. Does this mean that we are all beautiful in our own way?



① plump /plʌmp/ *adj.* 丰腴的; 微胖的 ② stunning /'stʌnɪŋ/ *adj.* 极有魅力的 ③ tattoo /tə'tuː/ *v.* 给……文身

④ pierce /pɪəs/ *v.* 扎; 刺破 ⑤ brace /breɪs/ (braces [pl.]) *n.* (儿童) 牙箍

## A Reading and interaction

### Comprehension work

#### 1 Read the passage and answer the questions.

(1) What did Happiness Edem want to do?

.....

(2) What kind of images of beauty do the media promote?

.....

(3) Why do people in Borneo and New Zealand have tattoos on their bodies?

.....

(4) What beauty practices in Myanmar might Europeans find unacceptable?

.....

(5) Why do people of different ages and cultures try to change the way they look?

.....

(6) What conclusion does the writer draw about the standards of beauty?

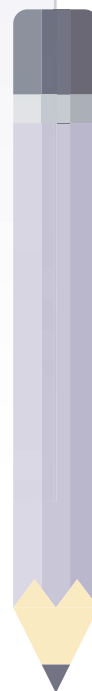
.....

#### 2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.

The passage shows that views of beauty have varied across societies and <sup>1</sup>..... Nowadays, many people across the world want to lose weight because they are surrounded with images of <sup>2</sup>..... models. However, in parts of Africa, being fat is considered as a sign of <sup>3</sup>..... in women and <sup>4</sup>..... in men, so people work hard to get the <sup>5</sup>..... body shape.

It is the culture in which we live that determines our beauty standards for both sexes. What is considered as a normal practice in one culture may be viewed as <sup>6</sup>..... in another. For example, people in parts of Myanmar think that the longer girls' necks are, the more <sup>7</sup>..... they look. It is common for girls to have their necks <sup>8</sup>..... with metal rings, which may be shocking to people from other countries. Tattoos are another example of this. In some cultures, they are seen as a sign of social position and group <sup>9</sup>.....; in other cultures, people have a low opinion of them.

To summarize, whether to <sup>10</sup>..... beauty or show social position, people of all ages in different cultures have found different reasons for changing their bodies and faces.





## Deep reading

- 1 Study the sentences about different concepts of beauty. Discuss the following questions in pairs and complete the table. You may use the example below to help you.

*In some parts of Africa, being **fat** is desirable because it is a sign of attractiveness in women and power and wealth in men.*

**Guiding questions:** Is “**fat**” a positive word or a negative word in this context? Why? What do people in parts of Africa think of fat women or men?

You may ask and respond like this:

**A: What do you think of the word “fat” here?** Is it positive or negative?

**B: Though** “fat” is often used as a negative adjective, in this context, it is not. **As you can see from** the sentence, “being fat in some parts of Africa” is described as attractive and desirable.

**A: That’s what I think too.**

(1) In magazines and in the media we are **bombarded** with images of slim women with a fair complexion and handsome, broad-shouldered young men.

**Guiding question:** By using the word “bombard”, what does the writer imply about the images of men and women in the media?

My understanding

(2) It is fairly rare to see **short-sighted, middle-aged** models.

**Guiding question:** Why does the writer mention this immediately after describing the types of images we see in magazines and in the media?

My understanding

(3) Western society **used to** have a very low opinion of tattoos.

**Guiding questions:** Why does the writer use “used to” here? What is implied?

My understanding

(4) Does this mean that we are all beautiful in our own way?

**Guiding questions:** The writer uses a question to end the passage. Would the statement “I think we are all beautiful in our own way” be a better ending? Why or why not?

My understanding

## A Reading and interaction

### 2 Work in pairs and discuss the question.

Look at the factors below. How would they influence our views on beauty? Give at least one example for each of these factors.

- |              |                |                      |
|--------------|----------------|----------------------|
| ■ age        | ■ gender       | ■ social trends      |
| ■ occupation | ■ social class | ■ social environment |
- .....
- .....

### Mini-project

#### Voting for a campus ambassador

**The Students' Union is launching a voting campaign for a campus ambassador. You are required to recommend a student in your class as a candidate.**

- Discuss the questions below in groups.  
Who would you like to recommend?  
What do you think the requirements for a campus ambassador are? Do you prefer to consider internal characteristics such as character, personality or social skills, or external characteristics such as appearance or clothes?
- Share ideas within your group.
- Select one person to report on behalf of your group.

I would like to vote for Li Ping.  
I prefer to consider her internal characteristics first and then her external characteristics. Li Ping meets all the requirements for a campus ambassador. First of all, she has a good personality. She is sociable and kind, and she never hesitates to praise others for their achievements. She is also helpful and hard-working. It's always a relief to have her on my team. Furthermore, she is elegantly dressed and always gives a good impression. In short, I think Li Ping would make an excellent campus ambassador.

## Focus on language

## 1 Read the passage again. Find some language points in the passage and list them in the blanks.

Compound adjectives for describing appearances (e.g. *broad-shouldered*)

.....

.....

.....

.....

## 2 Complete the passage with the suitable words below.

- |                    |              |                |                 |
|--------------------|--------------|----------------|-----------------|
| ■ broad-shouldered | ■ overweight | ■ pale-skinned | ■ middle-aged   |
| ■ dressed          | ■ stunning   | ■ fashionable  | ■ short-sighted |

It is unusual for a <sup>1</sup> ..... man to start modelling, but for the physics teacher Simon Thompson, age is just a number. His story is a <sup>2</sup> ..... example of what a change in habits can do.

Simon used to feel bad about his appearance: being <sup>3</sup> ..... and wearing thick glasses, he was often teased as a student. All this changed when Simon's car broke down early last year. He couldn't afford to fix it, so he had to bike to work every day. Simon began to lose weight and discovered that he really liked exercising. He also began doing strength training. A year and a half later, the results are impressive: <sup>4</sup> ..... and powerfully built, Simon now looks more like a gym instructor than a physics teacher.

A suntanned<sup>①</sup> Simon greets me when I meet him at a café. "I went biking around Spain during my holidays, so I got to be out in the sun all day," he explains. "It's quite a difference from the <sup>5</sup> ..... man I was 18 months ago. Exercising made me feel a lot better about myself," he adds. With the newly found confidence, Simon also started caring about his appearance a lot more. He has become interested in fashion and is always neatly <sup>6</sup> .....

Simon still wears glasses, but nowadays, he gets paid for it. On his way to work one morning, he was noticed by a talent spotter from an Italian eyewear company, and he was hired as a model: "It's not fun being <sup>7</sup> ....., but now I get to try on lots of <sup>8</sup> ..... glasses, and I really enjoy that. I'm not going to quit my job, though—I love teaching!"

① suntanned /'sʌntænd/ adj. 晒得黝黑的

## B Grammar activity

The *to*-infinitive for modification

The *to*-infinitive can be used to modify a noun phrase.

*I have several reports **to write** this month. It's part of my duty as the club secretary.*

⇒ Grammar reference 4 (p. 88)

- 1 Read the passage and identify the *to*-infinitive in sentences 1–5. Complete grammar rules a–c on page 49.

## Appearance and survival

Today, in our series on wildlife, we're looking at animals and their appearance. Why are polar bears white? Why do rabbits have long ears? Why do zebras<sup>①</sup> have stripes<sup>②</sup>? It's all about survival.

Wild animals normally focus their efforts on two important tasks. <sup>1</sup>One task is to look for things to eat. While they do that, they have to avoid getting eaten! They can't afford to ignore any dangers around them. Life is just one long game of hide-and-seek. Luckily for them, the way they look usually helps them. The zebra is a very good example.

Zebras usually travel in large groups. Imagine a hundred zebras moving together across the grassland in Africa. Not far away, a lioness is lying on a tree branch, resting. <sup>2</sup>She is waiting for her chance to attack. The zebras are getting nearer, but they're running very close together. Now she's seen them, and she's getting ready: <sup>3</sup>she knows she'll soon have a zebra to kill.

The lioness's goal is to catch a zebra for breakfast. <sup>4</sup>There is no place to hide, but the zebras have a secret line of defence: their stripes.

Lions are colour-blind. As the zebras move in a large group, <sup>5</sup>it's hard for the lioness to see which zebra to attack. All she sees is a big mass of black and white stripes. She's not sure what to do. Breakfast must wait. The animals are always trying to hide from her.

But do zebras' stripes cause problems for other zebras as they do for lions? No, they don't. Actually, the purpose of the stripes in this case is to help zebras recognize each other. Every zebra has an individual pattern of stripes and zoologists believe this is how zebras know who is who in the group. A mother zebra always recognizes her child among the crowd because its stripes are just a little different from the others.



① zebra /'zebrə/ n. 斑马 ② stripe /straɪp/ n. 条纹; 线条

- a** *To*-infinitives can be used to modify ..... (subjects / objects).  
**b** They come immediately ..... (before / after) the nouns they modify.  
**c** Such *to*-infinitives refer to actions that ..... (have / have not) been completed.

**2 Complete the passage with the *to*-infinitive, verb-*ed* or verb-*ing* form of the verbs below.**

■ approach ■ catch ■ kill (x2) ■ hide

For many animals, one of the most important skills is hiding. There are several reasons for this, but for many animals, the goal is simply to avoid being caught by a meat-eater. Rabbits are a typical example of this: their first response is to quickly find a place <sup>1</sup> ..... at the first sign of danger.

The goal of meat-eaters like tigers, meanwhile, is to find a small animal <sup>2</sup> ....., and then attack it before they're seen. For this reason, they're very skilled at hiding and waiting. We can safely observe this type of behaviour by looking at a more modest<sup>①</sup> meat-eater: the ordinary house cat. Strange as it may seem, most of the birds <sup>3</sup> ..... by house cats aren't eaten. Cats usually get plenty of food from us humans, but they are constantly looking for small animals <sup>4</sup> ....., even though they aren't hungry. Cats often hide themselves, waiting for a bird to appear. Once the bird is near enough, the cat will walk up quietly to it. And what does the little bird do when it hears the <sup>5</sup> ..... cat? Fly away, of course!

**3 Describe three things you plan to do this summer vacation. Use the *to*-infinitive for modification in your descriptions. You may use the example below to help you.**

*There is a lot of homework to do, and I have some interesting books to read.*

- (1) .....  
 (2) .....  
 (3) .....

**Now ask your classmates about their plans. Find the most interesting one, decide if you would like to join him / her and report to the class.**

■ **You may ask and respond like this:**

**A:** What are you going to do this summer vacation?

**B:** I want to learn some interesting new skills, so I will find a fun art course to take. Would you like to join me?

**A:** I'd love to, but I have a project to finish.

■ **You may report like this:** I think Lili's plan is very interesting. She's going to find a diving course to take. I'd like to join her.

① modest /'mɒdɪst/ adj. 谦虚的; 谦逊的

## C Listening and speaking

- 1 Listen to a talk given by an anthropologist on survival skills in an “urban jungle”—the crowded big city streets full of commuters and shoppers. Then choose the correct answer. 🎧

These skills can be called: .....

- a Being attractive.
- b Being aggressive<sup>①</sup>.
- c Being streetwise.
- d Being defensive.

- 2 Listen again and choose the correct answer. 🎧

What sort of person is streetwise, according to the expert? .....

- a A person who stands out from the crowd and is easy to notice.
- b A person who looks aggressive.
- c A person who is aware of what is going on and doesn't stand out from the crowd.
- d A person who looks shy, nervous and self-conscious<sup>②</sup>.
- e A person who looks confident.

- 3 Listen to the interview again. Complete the table. 🎧

Speaker \ Aspect	The boy	The girl
<b>How streetwise are they?</b>		
<b>The way they look</b>	<u>Appearance</u> (1) ..... <u>Clothing</u> wearing an orange T-shirt <u>Impression</u> • (2) ..... • (3) ..... • aggressive	<u>Appearance</u> (5) ..... <u>Clothing</u> wearing dark clothes <u>Impression</u> • self-conscious • nervous
<b>The way they walk</b>	<u>Body language</u> (4) ..... and make eye contact	<u>Body language</u> (6) ..... and hold her handbag tightly
<b>The way they react to people</b>	aware of the environment	(7) cannot ..... or protect herself
<b>How to improve themselves?</b>		
<b>Dr Walker's suggestions</b>	Don't look too different from the people around or (8) .....	Don't talk on the phone while walking in case of (9) .....

① aggressive /ə'ɡresɪv/ adj. 富于攻击性的 ② conscious /'kɒnʃəs/ adj. 有意识的

**4 Work in groups. Conduct a survey on how other members in your group usually walk on the street. You may follow the steps below.**

- Talk about how you walk on the street.
- Take notes when listening to others.
- Decide whether your group members are streetwise or not.
- Give suggestions on how to be streetwise.
- Complete the table below and select one person to report on behalf of your group.

	Student A	Student B	Student C
How do they walk on the street?			
My opinions			
My suggestions			

### Language guide

**You may do the task like this:**

**a** Describe how you behave on the streets:

- I wear ... when I ...
- I walk very fast / move with the crowd ...
- I hold my bag tightly ...
- I like / avoid making eye-contact with ...

**b** Give your opinions:

- ... is streetwise because he does not walk with his head down or talk on the phone.
- She / He is streetwise because she / he ...
- ... is just the opposite / not streetwise because ...

**c** Give suggestions:

- She'd better be careful not to ...
- Don't ... and if he / she ..., he / she could ...



## D Writing

Sir,

I'm a 16-year-old boy, and I have an embarrassing problem: my ears look really weird<sup>①</sup>, and some of my classmates tease<sup>②</sup> me about it. Every time I look in the mirror or see a photo of myself, I feel terrible.

What should I do?

—Teen Tired of Teasing

Do you have any advice for this week's letter writer? If you do, please write a reply to our column "My Advice". Selected answers will be published in next week's issue.

**1 The editor of the advice column is asking readers to provide their advice. Read the letter from the teen above and write your reply. You may prepare your writing by thinking about the questions.**

- (1) Have you ever experienced similar problems? Did you receive any helpful advice?
- (2) What kind of information would you include in your reply? Select one or more topics from the list below:

- |  |                                     |
|--|-------------------------------------|
| ■ expressions of understanding           | ■ practical advice                  |
| ■ a personal story                       | ■ encouragement                     |
| ■ a different perspective on the problem | ■ ways of getting professional help |

**2 Read the sample reply. Then complete the table on page 53 before you write.**

Dear Teen Tired of Teasing,

Don't worry. You're not alone! Most teens worry about their appearance, and everyone's got some part of their body that they're unhappy with. When I was a teenager, I really hated my big nose, and my friends kept making jokes about it. At the time, I thought that it was the only thing that people saw when they first met me.

Later, I discovered that my best friend hated the shape of his mouth, even though it looked perfectly normal! When we look in the mirror, we often focus on the things that we don't like. However, appearance isn't everything: in the long run, people will form their opinions about us based on how we behave, not on how we look.

Also, while we cannot choose the way we look, we can choose how we think about ourselves. Nobody's perfect, so you shouldn't judge yourself by some impossible standard. I know it is difficult, but you need to learn how to accept yourself as you are. The next time you stand in front of the mirror, tell yourself: "This is the way I look, and there's nothing wrong with that." If you do this every morning, you will hopefully be able to change the way you think about yourself.

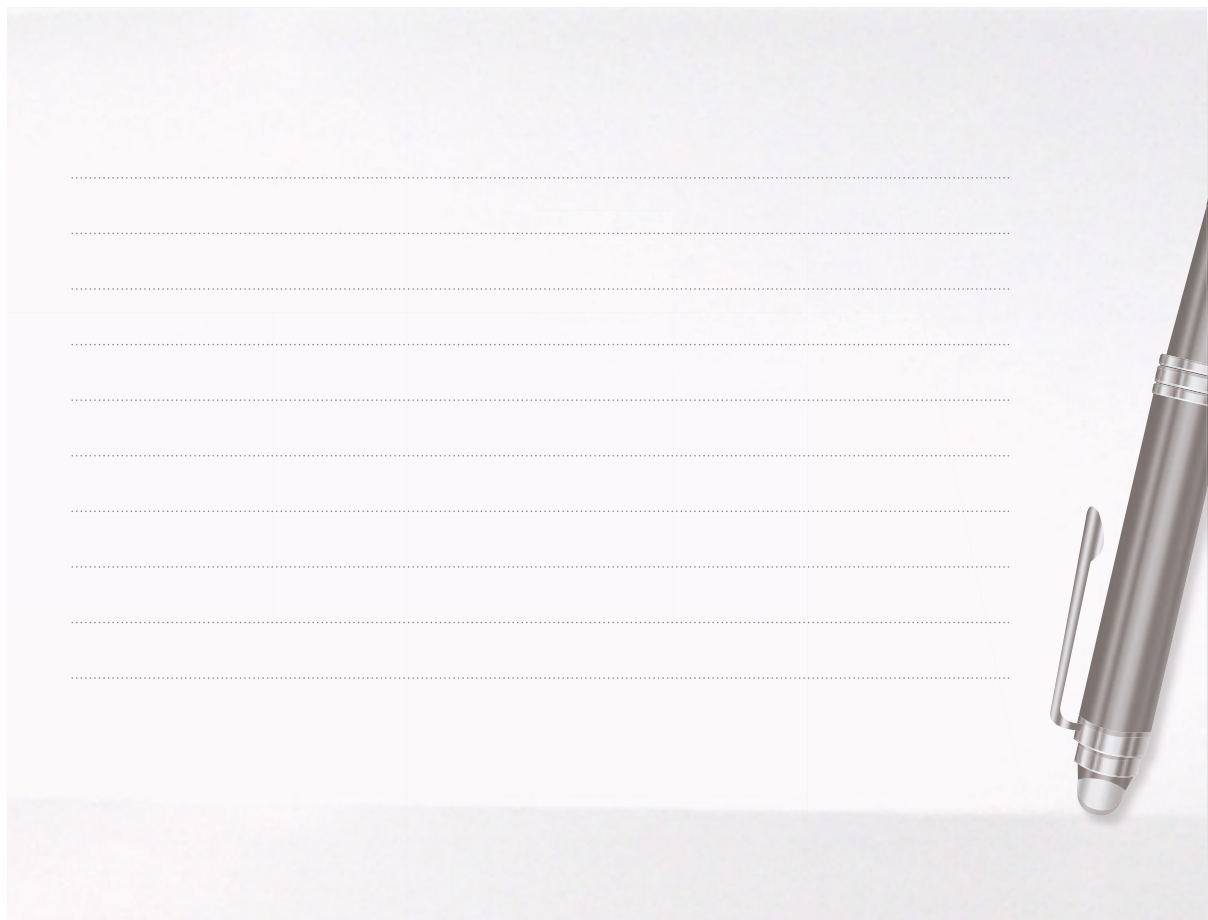
Yours truly,

Derek

① weird /wiəd/ adj. 奇异的; 不寻常的 ② tease /ti:z/ v. 取笑; 戏弄

Aspects of writing	Guiding questions	My exploration
Content	Who is the writer? What is the purpose of the reply?	
	What advice does the writer give the teen?	
	Why does the writer provide a personal example?	
Language	How does the writer begin and end the passage?	
	Which personal pronouns does the writer use in the passage? Why?	
Editing	What punctuation mark does the writer use for emphasis and / or strong emotion?	
	How does the writer use quotation marks?	

### 3 Now write your reply.



## E Cultural focus



Beauty standards have changed over time, and vary from culture to culture. The clothes that people wear reflect their ideals, their society and history, and also how they see themselves and others.

In this section, you will first read a passage about the traditional clothing of the Miao people. You will then watch a video about a designer shop in East London that makes stylish fashion items from old clothes.

### 1 Work in groups. Talk about the costumes below and share with each other the knowledge of traditional Chinese clothing.

- qipao
- Zhongshan suit
- The Tibetan costume
- hanfu
- The Mongolian costume

### 2 Read the passage. Find as many details as possible about the traditional clothing and jewellery of the Miao people. Then complete the table below.

The costume culture of the Miao people	
Cultural aspect	Detail
Influence	<i>recognized internationally</i>
Region	<i>e.g. south-east Guizhou</i>
Object	<i>e.g. silver articles</i>
Behaviour	<i>e.g. wear colourful clothing</i>
Idea	<i>e.g. Silver is a symbol of wealth and social position.</i>



## *Clothing and jewellery of the Miao people*

Traditional Miao clothing and jewellery are recognized worldwide for their high quality of craft<sup>①</sup> skills and unique designs, which include hundreds of different styles. Where should one go to learn more about this topic? Experts would probably suggest visiting south-east Guizhou first. But even in Guizhou, the clothing styles vary across different regions. In west Hunan and north-east Guizhou, women typically wear trousers and jackets that are buttoned on the right. Their jackets and trousers are decorated with embroidery<sup>②</sup>. In other areas, Miao women prefer wearing short jackets with full- or half-length skirts. The skirts are decorated with colourful patterns based on images from nature, such as flowers or birds. The Miao believe that all of the colours existing in nature can be used when making their costumes.

In addition to their clothing, Miao women usually wear various kinds of silver articles at weddings and on other special occasions. Since ancient times, the Miao have been perfecting their art of crafting silver decorations, which has been described as “a beautiful poem written with silver”. The jewellery is typically handmade and decorated with animals and unusual patterns. The stories carved onto Miao jewellery often include lively and delicate images of dragons, phoenixes<sup>③</sup>, flowers and birds.

To the Miao, silver is a key symbol of wealth and social position. Women in particular hold the idea that the more silver they wear, the more beautiful and richer they appear. The jewellery is also thought to protect against bad luck as well as bring good luck. For example, girls often wear a silver long-life lock necklace from a young age. The Miao people believe that the silver locks will ensure a safe and sound life for the girls.

Because the Miao have no written language, the people record their history and values of life through their music, silver articles and embroidery. No wonder they are called “the epic<sup>④</sup> of the Miao”.



① craft /kra:ft/ n. 手艺; 工艺 ② embroidery /ɪm'brɔɪdəri/ n. 绣花; 刺绣图案; 刺绣品

③ phoenix /'fi:niks/ n. (传说中的) 凤凰, 长生鸟 ④ epic /'epɪk/ n. 史诗

## E Cultural focus

### 3 Read the passage. Decide whether the following statements are true (T) or false (F). Correct the false ones.

- (1) The Miao people wear silver articles in their daily lives. ☐  
.....
- (2) Miao women usually wear dresses decorated with embroidery and colours from nature. ☐  
.....
- (3) Miao girls like to wear a long-life lock necklace because it will help them live a  
wealthy life. ☐  
.....
- (4) Miao clothing is a little bit dull because it looks the same across different regions. ☐  
.....
- (5) Clothing of the Miao people can partly reflect their history and values. ☐  
.....
- (6) The Miao's love of nature and their great skills at making clothing are well reflected in  
their clothing. ☐  
.....
- (7) Miao clothing is culturally and historically valuable now, although it is not fashionable  
in the modern sense. ☐  
.....

### 4 Work in pairs and discuss the questions.

- (1) What do you think of the Miao's costume? Is it fashionable, practical or environmentally  
friendly? Why or why not?  
.....  
.....  
.....  
.....  
.....  
.....
- (2) Do you know any other types of clothing that have special cultural meaning? Give examples  
and explain.  
.....  
.....  
.....  
.....  
.....  
.....

## Video Junky Styling

### Start thinking

#### 1 Answer the questions.

- (1) Where do you buy most of your new clothes? Why?
- (2) What do you do with your old clothes? Why?

### Comprehension check

#### 2 Watch the video. Correct the factual errors in the sentences.

- (1) The textile industry has been important in Spitalfields since the 16th century.  
.....
- (2) Junky Styling was started by two brothers.  
.....
- (3) Now, Junky Styling is one of the most popular clothes shops in the world.  
.....
- (4) In the video, the designers at Junky Styling are making a new shirt.  
.....
- (5) Junky Styling creates mass-produced items of clothing.  
.....
- (6) Junky Styling's success shows that recycling furniture is good for the environment.  
.....

### Vocabulary

#### 3 Complete the sentences with the verbs below.

■ avoid    ■ browse    ■ damage    ■ guarantee    ■ thrive    ■ weave

- (1) I often go to our local street market on Sundays to ..... through all the stalls.
- (2) Before the invention of special machines, people used to ..... silk by hand.
- (3) The Chinese economy began to ..... after the reform and opening-up in 1978.
- (4) Some small clothes shops can't ..... the quality of all the clothes they sell.
- (5) He left the room to ..... having an argument with his mother.
- (6) They are worried that tomorrow's storm will ..... the garden plants.

### Extension

#### 4 Work in groups. Design a fashionable outfit and present it to the class.

- (1) Research and make a list of the latest fashions for teenagers. What colours and designs are in fashion this season?
- (2) Choose a fashionable outfit that you like. Describe it to your group members.
- (3) Choose one outfit in your group. Draw a picture of a model wearing the outfit and colour it.
- (4) Present the picture with your outfit to the class.

## Self-assessment

Use the checklist and reflective questions below to evaluate your study in this unit.

Checklist	1 Me	2 My teacher / classmate	3 Action
<b>A Reading and interaction</b>			
• I can explain how the standards and practices of beauty vary between different cultures.			
• I can understand people's views on beauty by analysing the language.			
• I can express my views on beauty in simple words.			
<b>B Grammar activity</b>			
• I can recognize the <i>to</i> -infinitive used for modification in the passage.			
• I can use the <i>to</i> -infinitive to modify a noun if the context is clear.			
<b>C Listening and speaking</b>			
• I can summarize what makes a person streetwise in the interview.			
• I can give suggestions on being streetwise.			
<b>D Writing</b>			
• I can identify the content and features of language in the sample email.			
• I can write a reply in an advice column using appropriate language and format.			
<b>E Cultural focus</b>			
• I can analyse the cultural elements of Miao clothing and jewellery.			
• I can present some facts about the fashion boutique using appropriate language.			

### Reflective questions

Which part in this unit is the most challenging? Why? How successful were you in explaining your understanding of beauty and fashion? What lesson(s) can you draw from it for your future learning?

.....



# 4

## Travellers' tales



### Objectives

#### A Reading and interaction

- Describe a responsible tourism package

#### B Grammar activity

- Use clauses with verb-*ing* and verb-*ed* correctly in the given context

#### C Listening and speaking

- Explain a travel plan to convince your friend

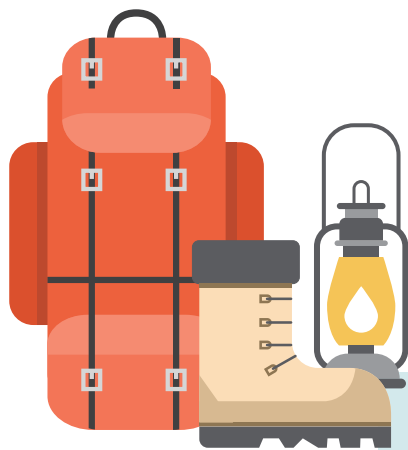
#### D Writing

- Write a travel tale using appropriate language and format

#### E Cultural focus

- Explain the historical significance of Route 66 in the USA
- Describe some important features of Chicago and LA, and their connection to Route 66

## A Reading and interaction



# A road less travelled

## Pre-reading activity

1 Before you read, think about the question. What do most people do on holidays? Choose three most typical activities from the list below and discuss them in pairs.

- find out about local communities
- learn a new language
- make new friends
- eat local food
- use public transport
- buy local handicrafts<sup>①</sup>
- help with environment projects
- relax by the pool
- get a good suntan<sup>②</sup>
- read safety guidelines

2 Read the definition of responsible tourism below. What things in exercise 1 would a responsible tourist do?

### responsible tourism

Travel that is not harmful to the cultural or natural environment. It can improve the life of local people and help protect the environment.

Amy Carter-James is small, blue-eyed and blonde, with a friendly smile. She doesn't look like she could change the lives of thousands of people but, clearly, she has.

5 It all started when Amy took a gap year in Africa after she finished university. "I spent eight months volunteering in a very poor countryside school in Kenya," she says. "That was the first time I saw poverty. I was so  
10 young and so easily inspired and I thought, 'Why can't tourism do the same thing for community development?'"

On her return to England, 22-year-old Amy and her boyfriend Neal decided to take  
15 "the road less travelled". They drove across Mozambique, one of the poorest countries in Africa, but it wasn't exactly a holiday. Mozambique had two qualities which appealed to them: great attraction as a  
20 travel destination and local people who badly needed help. Once there, the couple got off the beaten track and headed for Quirimbas National Park, where they found a tiny stretch of white sand close to  
25 a village. Life in the village was hard: there was little clean water and not enough food. Health care was poor and people in the village had a life expectancy of 38 years. Amy and Neal had no qualifications  
30 in tourism or health care but they had

① handicraft /'hændikrɑ:ft/ n. 手工艺品 ② suntan /'sʌntæn/ n. 晒黑

common sense, enthusiasm and determination. They talked to the villagers about their plan to create a small beach resort<sup>①</sup>, which would provide employment for people so that they could have a better life. The response from the villagers was extremely positive. Their only question was: “When can you start?”

35 The couple set to work on a beach lodge<sup>②</sup>, building beach huts from local materials and employing people from the area. Once the lodge was complete, they set up a charitable foundation called NEMA, which received 5% of the money made. This money was used to create clean water points, fund health care projects, build two primary schools and support conservation projects—it helped to improve the lives of thousands of people. “We wanted  
40 to show the world the power of tourism, that it could be a vehicle for change,” says Amy.

It isn’t easy to get to this village. It’s not a typical package holiday with airport pick-ups and drop-offs. There’s no public transport, either. The nearest city is about 260 kilometres away and once there, you have to take a boat or go on a three-hour car journey along badly maintained roads. But the village lodge is worth the effort. Today the lodge

45 has nine beach huts, with beautiful sea views. There are no overpriced gift shops and other tourist traps. It’s the perfect place to take time out, escape the crowds and soak up the sun. Visitors can see the sights—explore the island nearby with a tour guide, go scuba-diving<sup>③</sup> or observe African wildlife. But the highlight for many is getting to  
50 know people in the village, taking part in festivals and learning about NEMA’s work. “People who stay with us often come for the diving or the beach,” says Amy, “but it’s the communities that really blow them away.”

Amy and Neal are not alone: all over the world, similar  
55 community-based tourism projects are being set up. This new concept is changing tourism and recreation, one lodge at a time.

#### NEMA in numbers

2 new primary schools

150 secondary school scholarships

800 primary school meals

8,000 mosquito nets

Clean water for 15,000 people

① resort /rɪ'zɔ:t/ n. 旅游胜地 ② lodge /lɒdʒ/ n. 乡间小屋

③ scuba-diving /'sku:bə daɪvɪŋ/ n. 戴水肺潜水



## A Reading and interaction

### Comprehension work

#### 1 Read the passage and answer the questions.

(1) What gave Amy the idea to help people through tourism?

.....

(2) Why did Amy and Neal decide to go to Mozambique?

.....

(3) What helped Amy and Neal to achieve their dream?

.....

(4) In what ways did the new beach lodge help local people?

.....

(5) How can tourists get to the lodge?

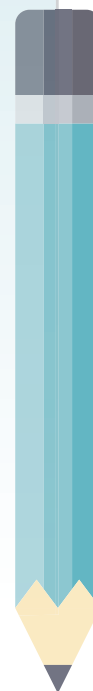
.....

(6) What can tourists see and do there?

.....

#### 2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.

This story shows how tourism can be a <sup>1</sup> ..... for change in local communities. Amy Carter-James was a British university graduate. She took a gap year to do <sup>2</sup> ..... work in Kenya. Amy was <sup>3</sup> ..... by what she saw and decided to start a tourism project that would bring benefits to thousands of people who live off the beaten <sup>4</sup> ..... She worked with her boyfriend Neal to set up a <sup>5</sup> ..... foundation called NEMA in a poor village in Mozambique. With the help of the villagers, the two young people constructed a beach lodge, with huts built using local <sup>6</sup> ..... Tourists had to travel a long distance from the airport to the beach, but they were excited about this new form of tourism. The money made from the beach resort was used to support health care projects and <sup>7</sup> ..... projects, and <sup>8</sup> ..... life and education there. Today the village has become a tourist destination with beautiful sea views and is the perfect place to <sup>9</sup> ..... the crowds and <sup>10</sup> ..... up the sun.





## Deep reading

**1 Read the passage again. The writer uses strategies a–f to enhance the communicative effect. Work in pairs. Match the strategies to the sentences below and explain your reasons. You may use the example below to help you.**

- a** Using a culture-loaded expression to express a cultural message
- b** Using someone's words to create a link
- c** Using a metaphor to compare two ideas
- d** Continuing a metaphor, based on the previous one
- e** Putting two opposite ideas together in order to make a point
- f** Using certain words or expressions to soften the negative meaning

*It all started when Amy took **a gap year** in Africa after she finished university.*

You may ask and respond like this:

**A: What strategy does the writer use** in this sentence?

**B: I believe it's strategy a.** The writer uses a culture-loaded expression—"gap year".

**A:** What is the cultural message expressed, then?

**B: The cultural message is** that in Britain, young people might take some time off after graduation.

Sentences in the passage	Strategies	My explanations
(1) On her return to England, 22-year-old Amy and her boyfriend Neal decided to take " <b>the road less travelled</b> ".		
(2) Mozambique had two qualities which appealed to them: <b>great attraction</b> as a travel destination and local people who <b>badly needed help</b> .		
(3) Once there, the couple <b>got off the beaten track</b> and headed for Quirimbas National Park, where they found a tiny stretch of white sand close to a village.		
(4) We wanted to show the world the power of tourism, that it could be <b>a vehicle for change</b> .		
(5) There are <b>no overpriced gift shops and other tourist traps</b> .		

## A Reading and interaction

### 2 Work in pairs and discuss the questions.

- (1) How can we apply the idea of responsible tourism in our local area? Make a list of things that we can do ourselves.

.....

.....

- (2) Have you ever taken part in responsible tourism? Share your story with your classmates.

.....

.....

### Mini-project

#### Planning a responsible tourism package

**You are going to plan a responsible tourism package. You have to take many things into consideration.**

- Discuss the questions below in groups.

Which specific place are you going to choose (e.g. an island, a beach, a forest park, a dinosaur museum, a deer park, a wetland, etc.)?

Why do you want to choose this place?

What can you do there?

- Share ideas within your group.
- Select one person to report on behalf of your group.



*I will plan a responsible tourism package for Chongming Island in Shanghai. It is a beautiful island located on the Changjiang River. The island is a natural habitat for many rare birds.*

*Nowadays, more and more people come to visit Chongming Island, but this has caused some problems. The environment is becoming worse, which harms the birdlife. I want to put up a sign—"Enjoy our birds. Please do not make loud noises or feed them."—at the gate of the park.*

## Focus on language

## 1 Read the passage again. Find some language points in the passage and list them in the blanks.

(1) Compound nouns for travelling (e.g. *travel destination*)

.....

.....

(2) Collocations for action (e.g. *get off*)

.....

.....

## 2 Complete the passage with the correct form of the words and phrases below.

- |             |             |             |             |               |
|-------------|-------------|-------------|-------------|---------------|
| ■ transport | ■ head for  | ■ volunteer | ■ create    | ■ destination |
| ■ soak up   | ■ appeal to | ■ escape    | ■ highlight | ■ set up      |

Paris is a dream <sup>1</sup> ..... for many foreign tourists. It is a city that <sup>2</sup> ..... all kinds of people, no matter what their interests are. Some love shopping in the boutiques<sup>①</sup> and admiring the latest fashions—Parisians are famous for their timeless modern style and effortless elegance. Other tourists immediately <sup>3</sup> ..... the museums and art galleries, especially the world-famous Louvre. There are also those who prefer to <sup>4</sup> ..... the crowds and simply spend their time relaxing and <sup>5</sup> ..... the atmosphere. But, like all big cities, Paris can be a lonely place at times! If you'd like to meet other travellers during your stay, why not attend our "Polyglot<sup>②</sup> Picnic"? During the picnic, you will have a chance to meet people who speak different languages. Our group of <sup>6</sup> ..... hold this free event every Sunday at 3:00 p.m. for visitors who are looking for language exchanges, food and fun. We try our best to <sup>7</sup> ..... a cozy environment for everyone who attends the picnic. You can take public <sup>8</sup> ..... to join in the noise and crowds in a beautiful city park near the university. The <sup>9</sup> ..... of this activity is getting to know people in the area and making friends from around the world. Everyone is very welcome, so there's no need to be shy. No one is a stranger here, and you'll quickly feel welcome. We used to be a small group when we first <sup>10</sup> ..... it ..... five years ago, but now hundreds of people join us every summer. We hope you'll join us too! Please bring board game or music to share. And of course, a smile.

① boutique /bu:'ti:k/ n. 时装店; 精品店 ② polyglot /'pɒlɪɡlət/ adj. 使用多种语言的



## B Grammar activity

### The verb-ed form as the adverbial

In this part, you will learn to use the verb-ed form as an adverbial. The clause with verb-ed can be placed before or after a main clause.

*Encouraged by his mother, Daniel declared that he would enter the competition.*

⇒ Grammar reference 2 (p. 87)

#### 1 Read the passage. Match sentences 1–4 to grammar rules a–c.

### Memorable journeys Atlantic challenge ... the world's toughest rowing race

*From Tenerife to Barbados:  
9,000 km, two rowers, one boat.  
Are you tough enough to compete?  
Apply online at [www.row ...](http://www.row...)*

#### Atlantic challenge

Jan Meek usually got home from work at 6 o'clock and today was no different. <sup>1</sup>Having made herself a cup of tea, she sat down and looked out of the kitchen window. It was raining and cold outside—not good weather for building a boat. <sup>2</sup>Feeling a little uneasy, Jan decided to check her answering machine. There was a message from her son, Daniel, and it wasn't good news. At the time, 21-year-old Daniel was preparing to compete in the Atlantic challenge with a friend. Unfortunately, his friend had just called him with some bad news. He didn't have the time to prepare for the race, so he wouldn't be able to compete.

<sup>3</sup>Upset by the bad news, Daniel had to seek advice from her. Jan realized that Daniel had to find another partner, someone with enough free time to raise money, to build a boat and to train! The boat was very small and the race was long, so it also had to be someone he could get on with.

<sup>4</sup>Troubled by the message, Jan decided to call her son to ask him what had happened. Then while Jan was suggesting solutions, Daniel stopped her ...

- a We can use clauses with verb-ing to indicate a state that the subject of the main clause is in. ....
- b We can use clauses with verb-ed to show that something happened to the subject before the event or action in the main clause. ....
- c We can use clauses with *having* + verb-ed to show that someone completed an action shortly before they did something else. ....

## 2 Complete the passage about the Atlantic challenge using the correct form of the verbs in brackets.

Daniel's mum was not a typical 50-year-old. Jan was curious about the world and was always looking for new experiences. <sup>1</sup> ..... (go) backpacking around the world on her own a year earlier, Jan had then gone on to study Chinese in China. In other words, she was a true romantic. <sup>2</sup> ..... (be) very adventurous, she was in fact the perfect rowing partner. <sup>3</sup> ..... (know) that this race was a "once-in-a-lifetime" opportunity, Jan immediately said "yes".

Two years and many hours of training later, Jan and Daniel arrived in Tenerife and were ready to take part in the race. They knew that they would spend many days and hours on the boat. <sup>4</sup> ..... (realize) that it would be very difficult, they had asked friends to write them letters and poems, so that they had something to read during the difficult days ahead.

During the race, there were terrible days when they wanted to give up, but there were also good days. While they were rowing, they saw dolphins and whales. <sup>5</sup> ..... (amaze) by these wonderful animals, they found new strength to carry on.

In the end, the journey took 101 days—two months longer than the winners of the race. <sup>6</sup> ..... (arrive) at the finish line, Jan and Daniel saw lots of people waiting on boats to greet them. Everyone was clapping and cheering.

## 3 Work in groups. Think about three of your friends. Write three sentences about something they experienced and feelings they had. Use verb-ed and verb-ing forms as adverbials in your descriptions. You may use the words and the examples below to help you.

- |           |             |
|-----------|-------------|
| ■ happy   | ■ anxious   |
| ■ sad     | ■ worried   |
| ■ scared  | ■ relaxed   |
| ■ ashamed | ■ overjoyed |

*Being late for class, Li Ming felt a bit ashamed.*

(1) (see) ..... the examination results, Tingting felt very happy.

(2) (hear the news) ....., (overjoyed) .....

(3) .....

**Now ask the other group members about their descriptions. Select the most interesting one and report to the class.**

- **You may ask questions like this:** Who did you write about?
- **You may respond like this:** I wrote about Linlin. Lost deep in thought, Linlin revised her project plan in her mind again and again.
- **You may report like this:** Lili's description is the most interesting. She said, "Having heard our promise to redo the writing assignment, our English teacher announced that he would put in extra hours to help us."

## C Listening and speaking

1 *The Travel Show* is finding out about different types of travellers. Listen to the radio programme and choose the types of travellers that are mentioned. 🎧

- |                                    |  |
|------------------------------------|--|
| a armchair travellers <sup>①</sup> | e culture tourists                       |
| b explorers                        | f globetrotting backpackers <sup>③</sup> |
| c adventure tourists               | g holidaymakers                          |
| d staycationers <sup>②</sup>       |  |

2 Listen again. Choose the correct types of travellers from the list in exercise 1 and write them in the blanks of the descriptions below. 🎧

- (1) ..... are those who book package holidays in a rush.
- (2) ..... are those who prefer short trips closer to home, rather than travelling abroad.
- (3) ..... are those who like exciting activities in different countries.
- (4) ..... are those who prefer to learn about the world by watching TV documentaries or surfing the Internet at home.
- (5) ..... are those who travel around for a long time and try to engage with different local cultures.

3 Listen again and complete the blanks with information from the four interviewees. 🎧

Name	Type	Reasons
Luca	(1) .....	He wants to escape from everyday life. He thinks travelling (2) .....
Noah	(3) .....	He wants to escape, but still (4) ..... He likes (5) ..... too.
Katrina	(6) .....	She doesn't do it because she wants to save money, but because she believes (7) ..... She thinks (8) ..... .....
Jed	(9) .....	He wants to (10) ..... ..... He wants to (11) ..... .....

① armchair traveller *n.* 神游旅行者 ② staycationer /,stet'keɪʃnə(r)/ *n.* 在家中(或附近)度假的人  
③ globetrotting backpacker *n.* 环球旅行者

#### 4 Role play in pairs. Decide on a tour and invite your partner to go with you.

##### Student A

You are very sporty and like to be active. You also like visiting famous places and ticking<sup>①</sup> them off your "100-things-to-see-before-you-die" list. You think the idea of a jogging tour is great. It's also cheap and you don't want to spend much money. Persuade your friend.

##### Student B

You are really interested in films and operas and think a film and theatre tour sounds amazing. It's expensive, but you're willing to pay because it's a "once-in-a-lifetime" experience that includes a visit to a film studio. Your friend is not that interested. Persuade your friend.

*Write your ideas here!*

#### Language guide

##### You may invite or persuade your friends like this:

- I am going to ... Would you like to join me / ...?
- Why don't we ...?
- It would be ... Please come and ...
- ... is exciting.
- To be frank, it's a bit of escapism from ...

##### You may accept or refuse an invitation like this:

- That's a good idea. I'm looking forward to that.
- Sounds fantastic! I'll ...
- I can postpone my other plans ...
- I'm happy to imagine that, but ...
- ... take(s) time and effort.
- I know ... but I like to ...
- Not really, but ...
- Well, can we find some other time to do that?

① tick /tɪk/ v. 打上钩

## D Writing



### Travellers' Tales Writing Competition

This month is all about Travellers' Tales. Send in tales of your special or wonderful journeys and you might appear in next month's magazine. One lucky winner will have a chance to join our Summer Camp abroad!

- 1 Read the advertisement for a competition above in a travel magazine. Imagine that you are going to write a story for it. You may prepare your writing by thinking about these questions before you write.**

(1) What story are you going to write about?

.....

(2) What is special about it? Are there sufficient details?

.....

- 2 Study the samples and complete the table on page 71. Judge which story you think may win the competition and give reasons.**

A

The Australian Outback is a very big place. It went on as far as the eyes could see. I tried to start the car again, but the engine died. "That's it," said Jez. "What do we do now? Wait for some kangaroos to show up?" He was starting to feel afraid. "Just wait," I replied calmly. "And if nobody comes? It's hot out here and we only have one bottle of water." "Look," I replied angrily, "I don't know, OK? Let's just hope someone comes along." That's when we noticed the small sign a few hundred metres further down the road. We ran over to it and read: "William's Creek 20 km". "We could walk there ...," I thought.

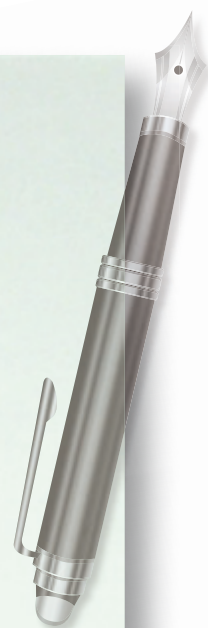
B

It was raining hard as we drove along Route 66. It was late and we were tired and looking for a place to stop. After a while we saw some neon lights ahead. They belonged to a motel<sup>①</sup>, so we decided to take a break. There were no customers in the motel café. The waitress<sup>②</sup> looked up, but she didn't smile. "We're out of pancakes and fries," she said as she handed us the menu, "but I can do y'all a hamburger." Minutes later she handed us a plate with two hamburgers. We were eating our hamburgers when some motorcycle riders stopped outside. "Time to move on," I thought, but the rain was getting worse, and I could see flashes of lightning. Suddenly, the lights went out.

① motel /məʊ'tel/ n. 汽车旅馆 ② waitress /'weɪtrəs/ n. (餐馆等的)女服务员

Aspects of writing	Guiding questions	My exploration	
		(A)	(B)
Content	Does the story illustrate the elements of a story (who / what / where / when / why)?		
	What is the major experience described in the story?		
Language	Is there a quote from a character in the story that introduces a main event? If yes, what is it?		
	Is there a description of the weather, the time of day, and how the main character is feeling? If yes, what is it?		
	What words or phrases does the writer use to develop the story?		
Editing	Which words are capitalized?		
	When are quotation marks used with other punctuation marks?		

**3 Now write your own travel tale.**

[illegible]



## E Cultural focus



Travelling from one place to another can enrich one's understanding of the world. Many people have travelled along Route 66, and the road tells the story of the often difficult journey that Americans have gone through.

In this section, you will first read a passage about the amazing history of Route 66, and the role it has played in the lives of American people. You will then watch a video about the cities at the beginning and the end of Route 66: Chicago and Los Angeles.

**1 Have you been on any road that is famous in China (or even world-famous)? If you have, tell your partner about what you saw along the road.**

**2 Read the passage and decide whether the statements below are true (T) or false (F). Correct the false ones.**

- (1) Route 66 connects the East coast of America with the West coast. ☐
- (2) The road represented a new chapter in American history. ☐
- (3) Unusual weather conditions caused many people to leave their homes. ☐
- (4) In the 1930s, it was easy for farmers to find work in California. ☐
- (5) In the 1940s, the road was given a new name. ☐
- (6) The road became popular because of the tourist attractions along its way. ☐

## The history of Route 66



It's over 4,000 km long and crosses two-thirds of the USA. It's been called "The Main Street of America". It's been described in films, books and songs and there's even a piece on display at the Smithsonian Museum in Washington. Welcome to Route 66.

- 5 Route 66 starts in the city of Chicago. Outside the city, it cuts through cornfields and the cattle farms of the West, into gold mining towns, over deserts and through valleys,



winding around lakes and mountains, until it arrives in Los Angeles on the Pacific Ocean. Midwest America is connected with the West Coast, and the past is connected with the present.  
10 Let's go back to the 1920s to see how it all began.

## 1920s

In the early 1920s, life in Midwest America was very different. People didn't use to travel much because there were no highways near the small towns—a trip to LA would usually take weeks. But in 1926, things started to change thanks to a new road called Route 66. This new road  
15 opened up the American West to hundreds of thousands of people. Agricultural communities started to grow and develop into towns. Farmers were also able to sell their produce in big cities.

## 1930s

In the mid-1930s, hard times returned. America was suffering from the Great Depression and across the country, millions of people were out of work. In the Midwest, serious drought  
20 conditions and dust storms destroyed farmland and thousands of families were forced to leave their homes. They headed for California, along Route 66, where they had heard there were agricultural jobs. Unfortunately, the road led them to poor towns outside towns and cities. Route 66 became connected with the pain and difficulties of this great movement of people.

## 1940s–1950s

25 When the Great Depression came to an end after World War II, there was a new age of hope and thousands moved from East to West, looking for a better life. People had more free time and many owned cars. Families wouldn't stay at home during holidays. Instead, they would drive along Route 66 to the beaches of California, visiting  
30 the attractions along the way. It was a golden time for the road and hundreds of restaurants, motels and service stations lined the route. The road had a brand new image—one of freedom and fun.

## 1956–present day

As more people travelled from East to West, a newer, bigger road was  
35 needed and work began on a national highway. Sadly, the towns and attractions along Route 66 began to die out. Then in the 1990s, people started projects to protect the old road, new signs were put up and tourists began to travel down it once again.

Today, the road still offers an amazing journey through the American  
40 West. Whether you want the freedom of the open road, a trip into the past, or simply an oily burger from an all-American restaurant, you can still “get your kicks on Route 66”.

## E Cultural focus

- 3 Read the passage again. Write down the role that Route 66 played during each period of American history.**

Time	Role of Route 66
1920s	<i>The new road opened up the American West. Towns developed along the road, and farmers could sell their produce in big cities.</i>
1930s	
1940s–1950s	
1956–present day	

- 4 Work in groups and discuss the questions.**

(1) Why is Route 66 called “The Main Street of America”?

.....

.....

.....

.....

(2) Which routes in China, such as roads or waterways, have played a significant role in China’s history? How? You may draw a picture or diagram to help present your ideas.

.....

.....

.....

.....

## Video Chicago to LA

### Start thinking

#### 1 Answer the questions.

- (1) What's the longest car journey you've ever been on? How was the experience?
- (2) What do you know about Chicago and Los Angeles?

### Comprehension check

#### 2 Watch the video. Read the sentences and write C (Chicago) or LA (Los Angeles).

- (1) This is the third largest city in the USA. ....
- (2) Over four million people live here. ....
- (3) You can go shopping in Rodeo Drive in this city. ....
- (4) Around 30 million tourists visit this city every year. ....
- (5) This city is known as "The City of Dreams". ....
- (6) The Willis Tower is a popular tourist attraction in this city. ....
- (7) It's probably windier and wetter here than anywhere else in the USA. ....
- (8) Many of the roads here have up to eight lanes of traffic. ....

### Vocabulary

#### 3 Join the verbs and verb phrase in A to the words in B. Then complete the sentences.

**A** ■ change ■ chase ■ hold ■ invest ■ secure ■ soak up

**B** ■ dramatically ■ his dream ■ in research ■ the sun ■ a sustainable future ■ true

- (1) The weather was lovely, so we decided to lie in the garden and .....
- (2) Tom is moving to London so that he can ..... of becoming a famous actor.
- (3) I think he's lying because his story doesn't .....
- (4) A company has to ..... before it produces a new product.
- (5) Countries need to make sure that they have enough water to .....
- (6) She isn't a very hard-working student, so she'll have to ..... if she wants to succeed at university.

### Extension

#### 4 Work in groups. You are going to discuss this statement: "Cars should be banned from all city centres". One group will be against the statement and the other group will be in favour of the statement.

- (1) Choose one person in your group to write notes. In your group, think of as many arguments (for or against) as possible and write them down.
- (2) Now choose the five best arguments. Prepare a short speech presenting your arguments. Give examples where possible.
- (3) Your teacher or chairperson will start the debate. One person in your group will give a short speech, presenting the group's arguments. He / She should talk for about one minute.
- (4) When both groups have finished their speeches, you can respond to each other's arguments.
- (5) At the end of the debate, the teacher or chairperson will hold a vote. Decide if you are against or in favour of the statement, based on the arguments of each group. You don't have to agree with the opinion of the group that you are in.

## Self-assessment

Use the checklist and reflective questions below to evaluate your study in this unit.

Checklist	1 Me	2 My teacher / classmate	3 Action
<b>A Reading and interaction</b>			
• I can retell the story about Amy and Neal's responsible tourism project.			
• I can explain how the writer uses different strategies to enhance the expressive power of the passage.			
• I can talk about my plan for making a responsible tourism package.			
<b>B Grammar activity</b>			
• I can identify verb- <i>ing</i> and verb- <i>ed</i> forms as adverbials in the passage.			
• I can use them correctly if the context is clear.			
<b>C Listening and speaking</b>			
• I can categorize the types of travellers and their ideas in the radio show.			
• I can explain my travel plans clearly in order to persuade my classmates.			
<b>D Writing</b>			
• I can judge a good travel story by analysing the content and language features in the samples.			
• I can write a travel tale with attractive details and appropriate language.			
<b>E Cultural focus</b>			
• I can retell the history of Route 66 in the USA.			
• I can describe at least two important features of Chicago and LA, and their connection to Route 66.			

### Reflective questions

During which part of the unit were you most engaged as a learner? What does it tell you about how to improve your study?

.....

# Appendices

## Vocabulary

### 词汇等级说明:

1. 不标星的词汇为高中英语必修课程要求。
2. 标一颗星的词汇为高中英语选择性必修课程要求。

### Words and phrases by unit

#### Unit 1

**nationality** /ˌnæʃə'næləti/ *n.* one's legal right to belong to a nation 国籍

**journal** /'dʒɜːnl/ *n.* a written record of the things you do, see, etc. every day 日志; 日记  
a newspaper or magazine 报纸; 刊物; 杂志

**authority** /ɔː'thɒrəti/ *n.* the power to give orders to people 权力

the power to influence people because they respect your knowledge or official position 权威; 威信; 影响力

**\*journalist** /'dʒɜːnəlɪst/ *n.* a reporter 新闻记者; 新闻工作者

**annual** /'ænjuəl/ *adj.* happening or done once every year 每年的; 一年一次的

**\*spot** /spɒt/ *v.* to see or notice a person or thing, especially suddenly or when it is not easy to do so 看见; 看出;  
发现

**entirely** /ɪn'taɪəli/ *adv.* in every way possible; completely 全部地; 完整地; 完全地

**error** /'erə(r)/ *n.* a mistake, especially one that causes problems or affects the result of something 错误; 差误

**\*emotion** /ɪ'məʊʃn/ *n.* a strong feeling such as love, fear or anger 强烈的感情; 情绪

**female** /'fiːmeɪl/ *adj.* being a woman or a girl 女的; 女性的

**illustrate** /'ɪləstreɪt/ *v.* to make the meaning of something clearer by using examples, pictures, etc. (用示例、图画等)说明, 解释

to use pictures, photographs, diagrams, etc. in a book, etc. 加插图于; 给(书等)做图表

**ensure** /ɪn'ʃʊə(r)/ *v.* to make sure that something happens or is definite 保证; 担保; 确保

**\*affect** /ə'fekt/ *v.* to produce a change in somebody / something 影响

**permission** /pə'mɪʃn/ *n.* the act of allowing somebody to do something 准许; 许可; 批准

**subway** /'sʌbweɪ/ *n.* an underground railway / railroad system in a city 地铁; 地铁交通

**average** /'ævərɪdʒ/ *adj.* ordinary; not special 普通的; 平常的; 一般的  
typical or normal 典型的; 正常的

**confirm** /kən'fɜːm/ *v.* to state or show that something is definitely true or correct, especially by providing evidence (尤指提供证据来)证实, 证明, 确认

**click** /kɪk/ *v.* to press a button on the mouse to choose something on the computer screen 点击  
to make or cause something to make a short sharp sound (使)发出咔哒声

**flexible** /'fleksəbl/ *adj.* able to change to suit new conditions or situations 能适应新情况的; 灵活的

**\*perceive** /pə'siːv/ *v.* to notice or become aware of something 注意到; 意识到; 察觉到

**soccer** /'sɒkə(r)/ *n.* (American English) football 足球运动

**horrible** /'hɒrəbl/ *adj.* very bad or unpleasant 极坏的; 十分讨厌的; 可恶的

**joyfully** /'dʒɔɪfəli/ *adv.* happily 高兴地; 快乐地

**calm** /kɑ:m/ *adj.* quiet and peaceful 宁静的

**breathe** /bri:ð/ *v.* to take air into your lungs and sent it out again through your nose or mouth 呼吸

**merrily** /'merəli/ *adv.* in a happy, cheerful way 高兴地; 愉快地

**\*release** /rɪ'li:s/ *n.* the act of making something available to the public 公开; 发行  
*v.* to allow (news, etc) to be made known 发布(新闻等)

**\*innovation** /,ɪnə'veɪʃn/ *n.* the introduction of new things, ideas or ways of doing something (新事物、思想或方法的)创造; 创新; 改革

**\*outline** /'aʊtlaɪn/ *v.* to give a description of the main facts or points involved in something 概述; 略述

**collection** /kə'lekʃn/ *n.* a group of objects, often of the same sort, that have been collected (常指同类的)收集物, 收藏品

**committee** /kə'mɪti/ *n.* a group of people chosen to do a particular job, make decisions, etc. 委员会

**announce** /ə'naʊns/ *v.* to make something known publicly 宣布

**\*entry** /'entri/ *n.* something that you do, write or make to take part in a competition 参赛作品

**publish** /'pʌblɪʃ/ *v.* to produce a book, magazine, CD-ROM, etc. and sell it to the public 出版; 发行

**\*plot** /plɒt/ *n.* the series of events that form the story of a novel, play, film / movie, etc. 故事情节; 布局

**super** /'su:pə(r)/ *adv.* extremely 非常; 极

**soundtrack** /'saʊndtræk/ *n.* all the music, speech and sounds that are recorded for a film / movie (电影的)声迹, 声带

**character** /'kærəktə(r)/ *n.* a person or an animal in a book, play or film / movie (书籍、戏剧或电影中的)人物, 角色

**\*civilization** /,sɪvəlaɪ'zeɪʃn/ *n.* a state of human society that is very developed and organized 文明

**\*novel** /'nɒvl/ *n.* a story long enough to fill a complete book, in which the characters and events are usually imaginary (长篇)小说

**\*astronaut** /'æstrənɔ:t/ *n.* a person whose job involves travelling and working in a spacecraft 宇航员; 航天员

**system** /'sɪstəm/ *n.* a group of things, pieces of equipment, etc. that are connected or work together 系统  
an organized set of ideas or theories or a particular way of doing something (思想或理论)体系; 体制

**crash** /kræʃ/ *v.* to hit something hard while moving, causing noise and / or damage (使)猛撞; 碰撞

**disaster** /dɪ'zɑ:stə(r)/ *n.* an unexpected event, such as a very bad accident, a flood or a fire, that kills a lot of people or causes a lot of damage 灾难; 灾祸

**\*pack** /pæk/ *v.* to fill something with a lot of people or things 塞进  
to put clothes, etc. into a bag 装(箱)

**\*entertaining** /,entə'teɪnɪŋ/ *adj.* interesting and amusing 有趣的; 娱乐的; 使人愉快的

**throughout** /θru:'aʊt/ *prep.* during the whole period of time of something 自始至终; 贯穿整个时期

**\*photographer** /fə'tɒgrəfə(r)/ *n.* a person who takes photographs, especially as a job 拍照者; 摄影师

**\*rare** /reə(r)/ *adj.* not done, seen, happening, etc. very often 稀少的; 稀罕的

**region** /'ri:dʒən/ *n.* a large area of land 地区; 区域; 地方

**custom** /'kʌstəm/ *n.* an accepted way of behaving or of doing things in a society or a community 风俗; 习俗

**\*overall** /,əʊvər'ɔ:l/ *adv.* including everything or everyone; in total 全部; 总计  
generally 一般来说; 大致上; 总体上

**ordinary** /'ɔ:dnəri/ *adj.* not unusual or different in any way 普通的; 平常的; 平凡的

**province** /'prɒvɪns/ *n.* one of the areas that some countries are divided into with its own local government 省份;  
(某些国家的)一级行政区

**\*flour** /'flaʊə(r)/ *n.* a fine white or brown powder made from grain, especially wheat, and used in cooking for making bread, cakes, etc. (尤指小麦的)面粉; (谷物磨成的)粉



## Phrases

**participate in** to take part in or become involved in an activity 参加; 参与

**ought to** used to say what is the right thing to do 应该; 应当

**appeal to** to attract or interest somebody 有吸引力; 有感染力; 引起兴趣

**stewed beef** a dish in which beef is slowly cooked in liquid, which results in a thick, soup-like food 炖牛肉

**soy sauce** a thin dark brown sauce that is made from soya beans and has a salty taste 酱油

**steamed bun** a flour dish that is cooked by hot steam 馒头

**staple food** a basic type of food 基本食物; 主食

**focus on** to give attention, effort, etc. to one particular subject, situation or person 集中(注意力、精力等)于

## Unit 2

**flood** /flʌd/ *v.* to become or make something become available in a place in large numbers (使)充斥, 充满

**\*cotton** /'kɒtn/ *n.* a plant grown in warm countries for the soft white hairs around its seeds that are used to make cloth and thread 棉; 棉花

the cloth made from the cotton plant 棉布

**guy** /gaɪ/ *n.* a man 男人; 小伙子; 家伙

**insect** /'ɪnsɛkt/ *n.* any small creature with six legs and a body divided into three parts 昆虫

**sweat** /swet/ *v.* produce liquid on skin / surface 出汗; 流汗

*n.* drops of liquid that appear on the surface of your skin when you are hot, ill / sick or afraid 汗

**port** /pɔ:t/ *n.* a place where ships load and unload goods or shelter from storms 港口; 避风港

**\*discount** /'dɪskaʊnt/ *n.* an amount of money that is taken off the usual cost of something 折扣

**\*iron** /'aɪən/ *v.* to make clothes, etc. smooth by using an iron (用熨斗)熨, 烫平

*n.* a tool with a flat metal base that can be heated and used to make clothes smooth 熨斗

**export** /'ekspɔ:t/ *n.* the selling of goods or services to another country 出口; 输出

/ɪk'spɔ:t/ *v.* to sell goods or services to another country 出口; 输出

**hesitate** /'hezɪteɪt/ *v.* to be slow to speak or act because you feel uncertain or nervous (对某事)犹豫, 迟疑不决

**cash** /kæʃ/ *n.* money in the form of coins or notes / bills 现金

**profit** /'prɒfɪt/ *v.* to get something useful from a situation; to be useful to somebody or give them an advantage 获益; 得到好处

*n.* the money that you make in business or by selling things, especially after paying the costs involved 利润; 收益; 赢利

**living** /'lɪvɪŋ/ *n.* money to buy the things that you need in life 生计; 谋生; 收入

*adj.* alive now 活着的; 活的

**wine** /waɪn/ *n.* an alcoholic drink made from the juice of grapes 葡萄酒

**jeans** /dʒi:nz/ *n.* trousers / pants made of strong cotton, especially denim 牛仔裤; 粗斜纹棉布裤

**\*economic** /,i:kə'nɒmɪk/ *adj.* connected with the trade, industry, and development of wealth of a country, an area or a society 经济的; 经济上的; 经济学的

**\*involve** /ɪn'vɒlv/ *v.* to include something as an important or necessary part or result of it 包含; 需要; 使成为必然部分(或结果)

**income** /'ɪnkʌm/ *n.* the money that a person, a region, a country, etc. earns from work, from investing money, from business, etc. 收入; 收益; 所得

**treatment** /'tri:tment/ *n.* a way of dealing with or discussing a subject, work of art, etc. 处理; 讨论

**\*quantity** /'kwɒntəti/ *n.* an amount or a number of something 数量

**\*kit** /kɪt/ *n.* a set of clothes and equipment that you use for a particular activity 全套衣服及装备



a set of tools or equipment that you use for a particular purpose 成套工具; 成套设备

**gym** /dʒɪm/ *n.* a room or hall with equipment for doing physical exercise, for example in a school 健身房; 体育馆

\***breath** /breθ/ *n.* the air that you take into your lungs and send out again 呼吸的空气

\***habitat** /'hæbɪtæt/ *n.* the place where a particular type of animal or plant is normally found (动植物的) 生活环境; 栖息地

**import** /ɪm'pɔ:t/ *v.* to bring a product, service, an idea, etc. into one country from another 进口; 输入; 引进

**replace** /rɪ'pleɪs/ *v.* to be used instead of something / somebody else; to do something instead of something / somebody else 代替; 取代

\***certify** /'sɜ:tɪfaɪ/ *v.* (formal) to state officially, especially in writing, that something is true (尤指书面) 证明; 证实

**protest** /prə'test/ *v.* to say or do something to show that you disagree with or disapprove of something, especially publicly (公开) 反对; 抗议

**awkward** /'ɔ:kwəd/ *adj.* making you feel embarrassed 令人尴尬的; 使人难堪的

**majority** /mə'dʒɔ:rəti/ *n.* the largest part of a group of people or things 大部分; 大多数

**smog** /smɒg/ *n.* a form of air pollution that is or looks like a mixture of smoke and fog, especially in cities 烟雾

**slide** /slaɪd/ *n.* one page of an electronic presentation, that may contain text and images, that is usually viewed on a computer screen or projected onto a larger screen 幻灯片

\***harvest** /'hɑ:vɪst/ *v.* to cut and gather a crop 收割(庄稼)

**honey** /'hʌni/ *n.* a sweet sticky yellow substance made by bees that is spread on bread, etc. like jam 蜂蜜

\***bitter** /'bɪtə(r)/ *adj.* (of food, etc.) having a strong, unpleasant taste; not sweet (食物等) 味苦的  
(of arguments, disagreements, etc.) very serious and unpleasant, with a lot of anger and hatred involved (争论、分歧等) 激烈而不愉快的; 充满愤怒与仇恨的

\***flavour** /'fleɪvə(r)/ *n.* how food or drink tastes (食物或饮料的) 味道

\***roast** /rəʊst/ *v.* to cook nuts, beans, etc. in order to dry them and turn them brown; to be cooked in this way 烘烤, 焙, 炒(坚果、豆子等)

to cook food, especially meat, without liquid in an oven or over a fire; to be cooked in this way 烘, 烤, 焙(肉等)

\***liquid** /'lɪkwɪd/ *n.* a substance that flows freely and is not a solid or a gas, for example water or oil 液体  
*adj.* in the form of a liquid 液体的

**bar** /bɑ:(r)/ *n.* a piece of something with straight sides (长方形) 条, 块  
a place where you can buy and drink alcoholic and other drinks 酒吧

\***calculate** /'kælkjuleɪt/ *v.* to use numbers to find out a total number, amount, distance, etc. 计算; 核算

**operation** /,ɒpə'reɪʃn/ *n.* the way that parts of a machine or a system work; the process of making something work 运转; 运行; 操作

**advanced** /əd'vɑ:ns/ *adj.* having the most modern and recently developed ideas, methods, etc. 先进的  
(of a course of study) at a high or difficult level (课程) 高级的; 高等的

\***version** /'vɜ:ʃn/ *n.* a form of something that is slightly different from an earlier form or from other forms of the same thing 变体; 变种; 型式

\***dozen** /'dʌzn/ *n.* a group of twelve of the same thing (一)打; 十二个

\***accurate** /'ækjərət/ *adj.* correct and true in every detail 正确无误的

\***rescue** /'reskjuz/ *n.* the act of saving something / somebody from a dangerous or difficult situation; the fact of being saved 救援; 营救; 抢救; 获救

**application** /,æplɪ'keɪʃn/ *n.* the practical use of something, especially a theory, discovery, etc. (尤指理论、发现等的) 应用, 运用

a formal (often written) request for something, such as a job, permission to do something or a place at a

college or university 申请; 请求; 申请书

**equipment** /'kwɪpmənt/ *n.* the things that are needed for a particular purpose or activity 设备; 器材

**overseas** /,əʊvə'si:z/ *adv.* to or in a foreign country, especially those separated from your country by the sea or ocean 在国外; 向海外

*adj.* connected with foreign countries, especially those separated from your country by the sea or ocean 国外的; 海外的

**\*remarkable** /rɪ'mɑ:kəbl/ *adj.* unusual or surprising in a way that causes people to take notice 非凡的; 奇异的; 显著的

**\*mission** /'mɪʃn/ *n.* a flight into space 太空飞行任务

an important official job that a person or group of people is given to do, especially when they are sent to another country 官方使命

### Phrases

**in spite of** if you say that somebody did something in spite of a fact, you mean it is surprising that that fact did not prevent them from doing it 不管; 尽管

**chewing gum** a sweet / candy that you chew but do not swallow 口香糖

### Unit 3

**make-up** /'meɪk ʌp/ *n.* substances used especially by women to make their faces look more attractive, or used by actors to change their appearance 化妆品

**\*ideal** /aɪ'di:əl/ *adj.* perfect; most suitable 完美的; 理想的; 最合适的

**broad** /brɔ:d/ *adj.* wide 宽阔的; 广阔的

**short-sighted** /,ʃɔ:t'saɪtɪd/ *adj.* able to see things clearly only if they are very close 近视的

**shallow** /'ʃæləʊ/ *adj.* (of a person, an idea, a comment, etc.) not showing serious thought, feelings, etc. about something 肤浅的; 浅薄的

**normal** /'nɔ:ml/ *adj.* typical usual or ordinary; what you would expect 典型的; 正常的; 一般的

**representation** /,reprɪzen'teɪʃn/ *n.* the act of presenting somebody / something in a particular way; something that shows or describes something 表现; 描述; 描绘; 表现形式

**\*shave** /ʃeɪv/ *v.* to cut hair from the skin, especially the face, using a razor 剃(须发); (尤指)刮脸

**generation** /,dʒenə'reɪʃn/ *n.* all the people born and living at about the same time 一代人; 一辈人

**metal** /'metl/ *n.* a type of solid mineral substance that is usually hard and shiny and that heat and electricity can travel through, for example tin, iron and gold 金属

**\*stretch** /stretʃ/ *v.* to make something longer, wider or looser, for example by pulling it; to become longer, etc. in this way 拉长; 拽宽; 撑大; 抻松

**\*elegant** /'elɪɡənt/ *adj.* (of people or their behaviour) attractive and showing a good sense of style 优美的; 文雅的

**odd** /ɒd/ *adj.* strange or unusual 奇怪的; 怪异的; 反常的

**enable** /'neɪbl/ *v.* to make it possible for somebody to do something 使能够; 使有机会

**\*display** /drɪ'spleɪ/ *v.* to show signs of something, especially a quality or feeling 显示, 显露, 表现(尤指特性或情感)

**\*vary** /'veəri/ *v.* (of a group of similar things) to be different from each other in size, shape, etc. (大小、形状等)相异, 不同, 有别

**surround** /sə'raʊnd/ *v.* to be well around something / somebody 围绕; 环绕

**sex** /seks/ *n.* the state of being male or female 性别

**context** /'kɒntekst/ *n.* the words that come just before and after a word, phrase or statement and help you to understand its meaning 上下文; 语境

- \***gender** /'dʒendə(r)/ *n.* the fact of being male or female, especially when considered with reference to social and cultural differences, not differences in biology 性别 ( 尤指社会和文化差异, 而非生理差异 )
- \***trend** /trend/ *n.* a general direction in which a situation is changing or developing 趋势; 倾向; 动向
- \***occupation** /,ɒkju'peɪʃn/ *n.* a job or profession 工作; 职业
- campus** /'kæmpəs/ *n.* the building of a university or college and the land around them ( 大学、学院的 ) 校园, 校区
- personality** /,pɜːsə'næləti/ *n.* the various aspects of a person's character that combine to make them different from other people 性格; 个性; 人格
- external** /ɪk'stɜːnl/ *adj.* connected with or located on the outside of something / somebody 外部的; 外面的
- relief** /rɪ'liːf/ *n.* the feeling of happiness that you have when something unpleasant stops or does not happen ( 不快过后的 ) 宽慰; 轻松; 解脱
- duty** /'djuːti/ *n.* something that you feel you have to do because it is your moral or legal responsibility 责任; 义务; 本分
- effort** /'efət/ *n.* the physical or mental energy that you need to do something; something that takes a lot of energy 气力; 努力; 费力的事
- ignore** /ɪg'nɔː(r)/ *v.* to pay no attention to something 忽视; 对……不予理会
- hide-and-seek** /,haɪd n 'siːk/ *n.* a children's game in which one player covers his or her eyes while the other players hide and then tries to find them 捉迷藏游戏
- branch** /brɑːntʃ/ *n.* a part of a tree that grows out from the main stem and on which leaves, flowers and fruit grow 树枝
- mass** /mæs/ *n.* a large amount or quantity of something 大量; 许多
- individual** /,ɪndɪ'vɪdʒuəl/ *adj.* considered separately rather than as part of a group 单独的; 个别的
- pattern** /'pætn/ *n.* a regular arrangement of lines, shapes, colours, etc. as a design on material, carpets, etc. 图案; 花样; 式样
- observe** /əb'zɜːv/ *v.* (formal) to see or notice something / somebody 看到; 注意到; 观察到
- \***constantly** /'kɒnstəntli/ *adv.* all the time; repeatedly 始终; 一直; 重复不断地
- \***dive** /daɪv/ *v.* to swim underwater wearing breathing equipment, collecting or looking at things ( 戴呼吸装备 ) 潜水
- sort** /sɔːt/ *n.* a group or type of people or things that are similar in a particular way 种类; 类别
- impression** /ɪm'preʃn/ *n.* an idea, a feeling or an opinion that you get about somebody / something, or that somebody / something gives you 印象; 感想
- \***react** /rɪ'ækt/ *v.* to change or behave in a particular way as a result of or in response to something 起反应; ( 对…… ) 作出反应; 回应
- \***column** /'kɒləm/ *n.* a part of a newspaper or magazine which appears regularly and deals with a particular subject or is written by a particular writer 专栏; 栏目
- \***sample** /'sɑːmpl/ *n.* example of something 样本
- \***emphasis** /'emfəsɪs/ *n.* the extra force given to a word or phrase when spoken, especially in order to show importance ( 对某个词或短语的 ) 强调
- \***suit** /suːt/ *n.* a set of clothes made of the same cloth, including a jacket and trousers / pants or a skirt 西装; 西服; 套装
- exist** /ɪg'zɪst/ *v.* to be real; to be present in a place or situation 存在; 实际上有
- \***symbol** /'sɪmbəl/ *n.* a person, an object, an event, etc. that represents a more general quality or situation 象征
- various** /'veəriəs/ *adj.* several; different 各种不同的; 各种各样的
- wedding** /'wedɪŋ/ *n.* a marriage ceremony, and the meal or party that usually follows it 婚礼; 结婚庆典

\***carve** /kɑːv/ *v.* to make objects, pattern, etc. by cutting away material from wood or stone 雕刻

\***delicate** /'delɪkət/ *adj.* made or formed in a very careful and detailed way 精致的; 精细的; 精密的

\***practical** /'præktɪkl/ *adj.* connected with real situations rather than with ideas or theories 实际的; 真实的; 客观存在的

### Phrases

**plastic surgery** operations that improve your appearance after you have been injured, or because you want to look more attractive 整容外科手术

### Unit 4

**guideline** /'gaɪdlaɪn/ *n.* guidelines (*pl.*) rules or instructions telling you how to do something 准则

**track** /træk/ *n.* a rough path or road, usually one that has not been built but that has been made by people walking there 小道; 小径

\***qualification** /,kwɒlɪfɪ'keɪʃn/ *n.* a skill or type of experience that you need for a particular job or activity (通过经验或具备技能而取得的) 资格, 资历

\***enthusiasm** /ɪn'θjuːzɪæzəm/ *n.* a strong feeling of excitement; interest in something; a desire to become involved in it 热情; 热心

\***employ** /ɪm'plɔɪ/ *v.* to give somebody a job to do for payment 雇用  
to use something such as a skill, method, etc. for a particular purpose 应用; 运用; 使用

**charitable** /'tʃærətəbl/ *adj.* connected with a charity or charities 慈善团体的; 慈善事业的

\***foundation** /faʊn'deɪʃn/ *n.* an organization that is established to provide money for a particular purpose 基金会

\***conservation** /,kɒnsə'veɪʃn/ *n.* the protection of the natural environment (对自然环境的) 保护

**escape** /ɪ'skeɪp/ *v.* to get away from an unpleasant or dangerous situation 逃脱; 摆脱

**nearby** /,niə'baɪ/ *adj.* near in position, not far away 附近的

**highlight** /'haɪlaɪt/ *n.* the best, most interesting or most exciting part of something 最好 (或最精彩、最激动人心) 的部分

\***concept** /'kɒnsept/ *n.* an idea or a principle that is connected with something abstract 概念; 观念

\***recreation** /,rekri'eɪʃn/ *n.* the fact of people doing things for enjoyment, when they are not working 娱乐; 消遣

\***scholarship** /'skɒləʃɪp/ *n.* an amount of money given to somebody by an organization to help pay for their education 奖学金

\***mosquito** /mə'skiːtəʊ/ *n.* a flying insect that bites humans and animals and suck their blood 蚊子

\***construct** /kən'strʌkt/ *v.* to build or make something such as a road, building or machine 建造; 修建

**specific** /spə'sɪfɪk/ *adj.* detailed and exact 明确的; 具体的

**dinosaur** /'daɪnəsɔː(r)/ *n.* an animal that lived millions of years ago but is now extinct 恐龙

**deer** /dɪə(r)/ *n.* an animal with long legs, that eats grass, leaves, etc. and can run fast 鹿

\***harm** /hɑːm/ *v.* to hurt or injure somebody or to damage something 伤害; 损害

**declare** /dɪ'kleə(r)/ *v.* to say something officially or publicly 宣布; 宣告

**tough** /tʌf/ *adj.* having or causing problems or difficulties 艰难的; 棘手的

\***compete** /kəm'piːt/ *v.* to try to be more successful or better than somebody else 竞争; 对抗

**seek** /siːk/ *v.* (sought, sought) to look for something / somebody 寻找

**romantic** /rəʊ'mæntɪk/ *n.* a person who is emotional and has a lot of imagination, and who has ideas and hopes that may not be realistic 浪漫的人; 耽于幻想的人

**dolphin** /'dɒlfɪn/ *n.* a sea animal (a mammal) that looks like a large fish with a pointed mouth 海豚

**whale** /weɪl/ *n.* a very large animal that lives in the sea and looks like a very large fish 鲸

**anxious** /'æŋkʃəs/ *adj.* feeling worried or nervous 焦虑; 忧虑; 担心

**scared** /skeəd/ *adj.* frightened of something or afraid that something bad might happen 害怕; 恐惧; 担心

**revise** /rɪ'vaɪz/ *v.* to change something, in order to correct or improve it 修改; 修订

**extra** /'ekstrə/ *adj.* more than is usual, expected, or than exists already 额外的; 外加的

**\*engage** /ɪn'geɪdʒ/ *v.* to become involved with and try to understand something / somebody 与……建立密切关系; 尽力理解

to take part 参与

**jogging** /'dʒɒɡɪŋ/ *n.* the activity of running slowly and steadily as a form of exercise 慢跑

**\*persuade** /pə'sweɪd/ *v.* to make somebody do something by giving them good reasons for doing it 劝说; 说服

**opera** /'ɒprə/ *n.* a dramatic work in which all or most of the words are sung to music 歌剧

**studio** /'stjuːdiəʊ/ *n.* a place where films / movies are made or produced 电影摄影棚

**postpone** /pə'spəʊn/ *v.* to arrange for an event, etc. to take place at a later time or date 延迟; 延期

**\*tale** /teɪl/ *n.* an exciting description of an event 讲述; 叙述

**sufficient** /sə'fɪʃnt/ *adj.* enough for a particular purpose 足够的; 充足的

**kangaroo** /,kæŋɡə'ruː/ *n.* a large Australian animal with a strong tail and back legs, that moves by jumping 袋鼠

**engine** /'endʒɪn/ *n.* the part of a vehicle that produces power to make the vehicle move 发动机; 引擎

**calmly** /'kɑːmli/ *adv.* behaving in a very controlled or ordinary way in a frightening or unusual situation 平静地; 冷静地

**further** /'fɜːðə(r)/ *adv.* at or to a greater distance 较远; 更远

**plate** /pleɪt/ *n.* a flat, usually round, dish that you put food on 盘子; 碟子

**flash** /flæʃ/ *n.* a sudden bright light that shines for a moment and then disappears 闪光; 闪耀

**chapter** /'tʃæptə(r)/ *n.* a period of time in a person's life or in history (人生或历史的) 时期, 篇章  
a separate section of a book, usually with a number or title (书) 的章, 篇, 回

**highway** /'haɪweɪ/ *n.* a main road for travelling long distances, especially one connecting and going through cities and towns (尤指城镇间的) 公路, 干道

**agricultural** /,ægrɪ'kʌltʃərəl/ *adj.* about agriculture 农业的

**drought** /draʊt/ *n.* a long period of time when there is little or no rain 久旱; 旱灾

**movement** /'muːvmənt/ *n.* an act of moving from one place to another 移动; 迁移

**diagram** /'daɪəgræm/ *n.* a simple drawing using lines to explain where something is, how it works, etc. 简图; 图解

## Phrases

**gap year** a year that a young person spends working and / or travelling, often between leaving school and starting university 空缺年 (常指中学毕业后上大学前所休的一年假期, 用于实习或旅游)

**life expectancy** the number of years that a person is likely to live 预期寿命

**soak up** take in or absorb 吸收或吸掉

**secondary school** a school for young people between the ages of 11 and 16 or 18 中等学校; 中学

**to be frank** used to show that you are being honest about something 老实说

**neon light** very bright and colourful electric light 霓虹灯

**dust storm** a storm that carries clouds of dust in the wind over a wide area 尘暴

**brand new** completely new 全新的; 崭新的

## Proper nouns

### 说明:

专有名词表包括人名、地名、机构名、作品名和专有概念名。

### Unit 1

Sharon McCall 莎伦·麦考尔

Jake Kendall 杰克·肯达尔

Marisa 玛丽莎

*Tadpoles Searching for Mama* 《小蝌蚪找妈妈》

*The Plume* 《月晦》

*The Wandering Earth* 《流浪地球》

Jupiter 木星(太阳系中最大的行星)

*A Bite of China* 《舌尖上的中国》

New Year's Eve 除夕

### Unit 2

Lagos 拉各斯

Yaba market 亚巴市场

Abeke 艾贝克

Uzbekistan 乌兹别克斯坦

Feruza 弗鲁兹

Mumbai 孟买

Ryan 赖安

Simon 西蒙

Levi Hutchins 利瓦伊·哈钦斯

Guglielmo Marconi 伽利尔摩·马可尼

Martin Cooper 马丁·库帕

Aztecs 阿兹特克人, 北美洲南部墨西哥人数最多的一支印第安人

Joe Breeze 乔·布里芝

the Congo 刚果

Mayan Indians 玛雅印第安人

Mexico 墨西哥

Ghana 加纳

GPS (Global Positioning System) 全球定位系统

BDS (BeiDou Navigation Satellite System) 北斗卫星导航系统

GLONASS (Global Navigation Satellite System) 全球导航卫星系统

Chang'e-4 嫦娥四号

the Long March rocket series 长征系列运载火箭

FAST (Five-hundred-metre Aperture Spherical

Telescope) 500 米口径球面射电望远镜, 也被称为“中国天眼”

QUESS (Quantum Experiments at Space Scale) 中国量子科学实验卫星

Mozi quantum satellite “墨子号”量子卫星

### Unit 3

Happiness Edem 哈皮尼斯·艾迪姆

Venus of Hohle Fels 霍赫勒·菲尔斯的维纳斯

Peter Paul Rubens 彼得·保罗·鲁本斯

Elizabethan England 伊丽莎白女王时期的英国

Borneo 婆罗洲

Simon Thompson 西蒙·汤普森

Derek 德里克

Zhongshan suit 中山装

Tibetan costume 藏袍

Mongolian costume 蒙古服饰

### Unit 4

Amy Carter-James 艾米·卡特·詹姆斯

Kenya 肯尼亚

Neal 尼尔

Mozambique 莫桑比克

Quirimbas National Park 奎林巴斯国家公园(位于莫桑比克)

the Changjiang River 长江

Paris 巴黎

the Louvre (法国) 卢浮宫博物馆

Atlantic 大西洋(的)

Tenerife 特内里费岛

Barbados 巴巴多斯(岛)

Jan Meek 简·米克

Luca 卢卡

Noah 诺亚

Katrina 卡特丽娜

Jed 杰德



The Australian Outback 澳大利亚内陆地区

Jez 耶兹

William's Creek 威廉姆斯溪谷

Route 66 (美国) 第 66 号公路

Smithsonian Museum 史密森尼博物馆 (位于美国华盛顿特区)

Washington 华盛顿

Los Angeles 洛杉矶

the Great Depression 大萧条 (指 1929- 约 1933 年发生于美国和其他国家的经济衰退)

## Glossary

### 说明:

专业术语表按书中出现顺序排列, 不分单元。

object complement 宾语补足语

italicized 用斜体字书写 (或印刷) 的

hyphenated 用连字符连接的; 带连字符的

phrasal verb 动词词组

modification 修饰

metaphor 暗语; 隐喻

collocation 词组; 组合

simple present 一般现在 (结构)

simple past 一般过去 (结构)

present perfect 现在完成 (结构)

passive in the simple present 一般现在被动 (结构)

passive in the simple past 一般过去被动 (结构)

passive in the present perfect 现在完成被动 (结构)

indefinite pronoun 不定代词



## Grammar reference

### 1 The verb-*ing* form as object complement

We use the verb-*ing* form as a complement.

Some verbs must have an object before the verb-*ing* form. So this verb-*ing* form serves as a complement to the object.

*The police found the man **lying** on the ground.*

*I overheard them **talking** about throwing a surprise party.*

Other verbs like this include *catch, discover, feel, hear, leave, notice, observe, see, spot, watch*, etc.

When these verbs are in the passive, the verb-*ing* form serves as the subject complement.

*The man was found **lying** on the ground.*

### 2 The verb-*ed* form as object complement and adverbial

- 1 The verb-*ed* form can be used as a complement. Some verbs must have an object before the verb-*ed* form. So the verb-*ed* form serves as the complement to the object.

*The police found the black car **parked** outside the man's house.*

*I saw the singer **surrounded** by fans.*

Other verbs like this include *catch, discover, feel, hear, leave, notice, observe, see, spot, watch*, etc.

When these verbs are in the passive, the verb-*ed* form serves as the complement to the subject.

*The black car was found **parked** outside the man's house.*

- 2 The verb-*ed* form can be used as an adverbial when we talk about an action that happened earlier than the action in the main clause.

***Encouraged** by her friends, she decided to apply for this job.*

The verb-*ed* form can follow subordinating conjunctions such as *although, though, when* and *while*.

***When given** a medical examination, many people are very nervous.*

***Although broken**, it still worked.*

Notice that *because* is not used in this way.

Notice that if the action in the verb-*ed* form is not done by the same subject as in the main clause, a subject is needed before the verb-*ed* form.

***Work completed**, he put on his coat and left the office.*

### 3 The passive in the simple present, past and present perfect

Form	Active	Passive
<b>Simple present</b>	do (does) <i>I <b>paint</b> the house every year.</i> <i>The teacher <b>asks</b> the students to clean the classroom every day.</i>	<i>am / is / are + past participle</i> <i>The house <b>is painted</b> every year.</i> <i>The students <b>are asked</b> to clean the classroom every day.</i>
<b>Simple past</b>	did <i>I <b>painted</b> the house.</i> <i>The thief <b>stole</b> the painting.</i>	<i>was / were + past participle</i> <i>The house <b>was painted</b>.</i> <i>The painting <b>was stolen</b>.</i>
<b>Present perfect</b>	<i>have / has + past participle</i> <i>I <b>have painted</b> the house.</i> <i>The thief <b>has stolen</b> the painting.</i>	<i>have / has + been + past participle</i> <i>The house <b>has been painted</b>.</i> <i>The painting <b>has been stolen</b>.</i>

### 4 The infinitive for modification

An infinitive can be used as an attributive.

Infinitives can be used after general nouns for people and things such as *person* or *place*, or after indefinite pronouns and adverbs such as *someone* or *nowhere*. We do this when we talk about what we can or want to do with those people and things.

*My mother is the **person to ask** about cooking.*

*Suzhou is a beautiful **city to visit**.*

*I have an important **report to write**.*

*Is there **anything to eat**?*

*I want **something to drink**.*

—*Do you have **anywhere to go**?*

—*I have **nowhere to go**.*

Infinitives can be used after nouns such as *agreement* to give more specific information about them.

*We have reached an **agreement to continue our cooperation**.*

Other nouns like this include *aim, decision, expectation, hope, offer, plan, wish, desire*, etc.

After nouns and indefinite pronouns, we can use *for* with a noun phrase or object pronoun to identify the subject of the infinitive.

*It's **time for the students to hand in** the test papers.*

*My mother bought **a hamburger for me to eat**.*

Infinitives are used to express future actions. Usually the noun or pronoun modified by the infinitive is the subject of the verb in the infinitive.

*The next plane **to arrive** is from New York City.*

## 后 记

本教材根据教育部颁布的《普通高中英语课程标准(2017年版2020年修订)》编写并经国家教材委员会专家委员会审核通过。

1997年底,上海市教委和课改委决定在“二期课改”中引进牛津英语教材进行改编并试验用。2005年原教材编写组依据课标对教材作成套修订,送审通过后于2006年始在全市范围内试用。该套教材对上海市英语教育教学水平、教师专业发展、学生英语语言能力和交际能力的提高作出了较大贡献,在这些方面所积累的宝贵经验是此次修订的主要基础和重要参考。本次修订也是对上海市“二期课改”重要成果的传承和发展。

本次教材修订使用了牛津大学出版社语料库中的部分优秀素材,在修订过程中牛津大学出版社的外籍专家帮助修改语篇、润色语言,在此表示衷心感谢。

修订过程中,上海市中小学(幼儿园)课程改革委员会专家工作委员会,上海市教育委员会教学研究室,上海市课程方案教育教学研究基地、上海市心理教育教学研究基地、上海市基础教育教材建设研究基地、上海市英语教育教学研究基地(上海高校“立德树人”人文社会科学重点研究基地)及基地所在单位上海外国语大学,编写组所在单位华东师范大学等单位给予了大力支持。此外,全市数十位高中英语教师、教研员和专家给我们提供了良好的教学试验机会和有价值的意见。在此表示衷心的感谢!

华东师范大学高中《英语》编写组

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## 致 谢

本书含有改编自牛津大学出版社 2013 年出版的 *Insight: Pre-Intermediate Student's Book* 和 *Insight: Intermediate Student's Book* 的内容, 在此谨向原作者 Jayne Wildman、Fiona Beddall、Cathy Myers、Claire Thacker 表示真挚的感谢!

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